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Principal Instructional Leadership Behavior as Perceived by Teachers and Principals at New York State Recognized and Non-Recognized Middle Schools

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PRINCIPAL INSTRUCTIONAL LEADERSHIP BEHAVIOR, AS PERCEIVED BY TEACHERS AND PRINCIPALS, AT NEW YORK STATE RECOGNIZED AND NON-RECOGNIZED MIDDLE SCHOOLS

BY

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ABSTRACT

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Principal Instructional Leadership Behavior, as Perceived by Teachers and Principals, at New York State Recognized and Non-Recognized Middle Schools

(Dr. Mary Ruzicka, Advisor)

The purpose of this study was to determine which of the 10 leadership functions contained in the Principal Instructional Management Rating Scale (PIMRS), as identified by Hallinger (1983), are demonstrated by principals at New York State Department of Education recognized gap closing and high achieving middle schools, as compared to principals at non-recognized schools. The 10 leadership functions are subgroups that are a consolidation of 50 distinct behaviors. The survey was administered to teachers and principals at demographically similar New York State middle schools. 15 principals and 174 teachers participated in the study, which took place in the fall 0f 2009. As a subsidiary question, the study also sought to determine if there would be a significant difference in principal and teacher perceptions of the principals' instructional leadership behavior.

Descriptive statistics were used to identify which individual behaviors and leadership functions were being demonstrated frequently. Although principals from both cohorts perceived that they were frequently demonstrating 3 to 4 out of 10 of these leadership functions, the teachers as a group only indicated that one

function was being demonstrated. The data also indicated that, on average, principals of recognized schools are demonstrating the leadership behaviors measured in the PIMRS more frequently than principals of non-recognized schools. Although teachers, on average, indicated that there were fewer overall behaviors being demonstrated frequently, they were in agreement with their respective principals' data, in that they also perceived that principals of recognized schools demonstrated these behaviors more frequently.

A one-way analysis of variance (ANOVA) was also utilized to determine if there would be statistically significant differences in the mean scores between cohorts and within cohorts between principals and teachers. There were statistically significant differences in the mean scores for some items, but not for the majority. The ANOVA output for principals and teachers from recognized schools indicated that, based on $p<.05$, there were statistically significant differences in the means for seven questions. The ANOVA output for principals and teachers in non-recognized schools indicated that there was a statistically significant difference in means for only one question.

INDEX WORDS: Instructional Leadership, Principal Leadership, Educational Leadership, Middle School Leadership, Perceptions of Leadership

DEDICATION

I dedicate this work to my family. First and foremost, my wife Diane has shown me unwavering support and patience in my career and education, and has been a wonderful mother to our three children, often in my absence. Bailey, Kevin and Emily have shown me love and support throughout this long and winding process, and I hope that it has helped them to understand that education provides choices in life.

I would also like to dedicate this endeavor to my parents, John and Sharon, for their unconditional support and guidance, and for instilling in me the importance of hard work and the value of education.

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Chapter I

NATURE OF THE STUDY

Introduction

For nearly a half-century, there has been an intense level of interest in why certain students and schools have higher levels of academic achievement than others. The Coleman report of 1966 posited that socioeconomic factors outside of the school setting, such as the families' educational level, were far more significant than internal school conditions in determining levels of student achievement. However, the belief that schools had minimal control over student outcomes did not sit well with researchers such as Edmonds (1979), Brookover and Lezotte (1979) and Brookover (1981), who developed the "effective schools" model. They discovered that there were indeed schools that were successful despite low socioeconomic status, due to the existence of seven common correlates: (a) a safe and orderly environment; (b) a climate that has high expectations for success; (c) instructional leadership; (d) a clear and focused mission; (e) the opportunity to learn and sufficient time on task; (f) frequent monitoring of student progress; (g) positive home-school relations. Rutter, Maughan, Mortimore, and Ouston (1979) published a study with similar findings that were based on secondary schools in London.

The belief that schools can and must make a difference is at the core of the current high-stakes accountability and reform movement that can be traced back to the publishing of *A Nation at Risk (National Commission of Excellence in Education (NCEE), 1983).* This document encouraged educational reform that

led to the standards movement of the 1990's and the *No Child Left Behind* (NCLB) legislation of 2001. This legislation requires, first and foremost, accountability. Currently all 50 states have adopted content standards and assessments to measure student achievement in grades 3-8(Council of Chief State School Officers (CCSSO), 2009). Other hallmarks of NCLB include flexible spending of federal funds on programs that improve student achievement, parental choice for students in low-performing schools, and the use of research based, effective practices and programs (United States Department of Education (USDE), 2002). Furthermore, 46 states have adopted leadership standards and begun using them for accountability purposes and to evaluate leadership training programs (Wallace Foundation, 2008). Now, more than ever, educators, specifically principals, are expected to meet the increasing demands of society for higher achievement and are held accountable for meeting local, state and federal standards. To meet this challenge the principal must be an instructional leader who is both committed to academic achievement, and not content with the status quo (Cross & Rice, 2000).

Middle school principals face a particularly challenging situation in that they must create an environment in which academic achievement and learning standards are balanced with the unique developmental needs of adolescents. In 1982, the National Middle School Association (NMSA) first published *This We Believe, Successful Schools for Young Adolescents*. This document, since refined and redistributed in 1992, 1995 and 2003, defined the importance of middle level education and outlined the requirements for successful middle

schools. One of the many requirements highlighted was "courageous, collaborative leadership" (NMSA, 2003, p.7). *Turning Points 2000: Educating Adolescents in the 21st Century*, another seminal document for middle level philosophy and reform, stated "No single individual is more important to initiating and sustaining improvement in middle grades schools students' performance than the school principal, and describing his or her role fully would require its own volume" (Jackson & Davis, 2000, p. 157). The role of the middle school principal has been evolving, and continues to grow in its complexity in an ever-changing society, requiring different skill sets than in the past.

In 1983, Hallinger developed the Principal Instructional Management Rating Scale (PIMRS), a survey instrument that provides principal performance levels on 10 instructional leadership job functions associated with principal leadership in effective schools. The 10 subscales consist of: framing the school's goals; communicating the school's goals; supervising and evaluating instruction; coordinating the curriculum; monitoring student progress; protecting instructional time; maintaining high visibility; providing incentives for teachers; promoting professional development; and providing incentives for learning (Hallinger, 2008). Subsequent researchers cited similar behaviors and characteristics. For example, Little and Little (2001) consolidated 29 similar characteristics into six discrete roles of the middle school principal: a person; a visionary; an instructional leader; a leader in an educational organization; a manager; and a school community facilitator. Marzano, Waters, and McNulty (2005) were able to identify 21 administrative responsibilities related to principal leadership that could

be correlated to student academic achievement. They were: affirmation; change agent; contingent rewards; communication; culture; discipline; flexibility; focus; ideals/beliefs; input; intellectual stimulation; involvement in curriculum, instruction and assessment; knowledge of curriculum, instruction and assessment; monitoring/evaluating; optimizer; order; outreach; relationships; resources; situational awareness; and visibility.

Statement of the Problem

It would seem that there is currently disagreement regarding school leadership and the extent of its relationship, or lack thereof, with increased student academic achievement. Some recent studies have demonstrated a statistically significant relationship between principal leadership behavior and effective schools (Cotton, 2003; Hallinger & Heck, 1998; Marzano et al., 2005), while others have shown the effect to be negligible (Witziers, Bosker, & Kruger, 2003). Nevertheless, the pool of research in this area is not particularly deep. Hallinger and Heck (1996) were only able to identify 40 studies between 1980 and 1995 that quantitatively addressed the relationship between school leadership and academic achievement. In conducting their meta-analysis, Marzano et al. (2005) were only able to identify 69 studies in the last 35 years. Robinson (2007) discovered in a search of the international literature only 24 studies published between 1985 and 2006.

More specifically, the role of the middle school principal is one of the least researched and detailed aspects of successful middle level schools (Little & Little, 2001). Hallinger and Heck (1996) found that, during the time period of

1980-1995, there were no studies attempting to find an association between principal leadership and student achievement that focused solely on the middle school. Of the 24 studies discovered by Robinson (2007), 7 included a mix of elementary, middle, and high schools, but none were conducted exclusively at, nor focused on, the middle level. Cotton's (2003) research also indicated that only 9 of 81 studies between 1985 and 2003 investigated the secondary level, and none of these 9 specifically targeted the middle school. Considering the current atmosphere of high- stakes accountability, it is vital to identify those leadership behaviors of middle school principals that are most likely to improve student achievement levels. By gaining a better understanding of these desired behaviors, principal preparation programs and principals themselves can focus their training and time on the most essential activities.

Purpose of the Study

The purpose of this study was to determine which of the 10 leadership functions contained in the PIMRS, as identified by Hallinger (1983), are demonstrated by principals at New York State Department of Education recognized gap closing and high achieving middle schools, as compared to principals at non-recognized schools. The 10 leadership functions are subgroups that are a consolidation of 50 distinct behaviors. The survey was administered to teachers and principals at demographically similar New York State middle schools. Approximately 50 percent of those teachers surveyed were employed at middle schools that received this recognition for the 2007-2008 school year, and

approximately 50 percent were employed at middle schools that did not receive this designation. The study also sought to determine if there was a significant difference in principal and teacher perceptions of the principal's instructional leadership behavior.

Significance of the Study

A 1970 Senate Committee Report on Equal Education Opportunity (as cited in Marzano et al., 2005) described the importance of the principal as follows:

> In many ways the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their abilities, one can almost always point to the principal's leadership as the key to success. (p.5-6)

In the wake of the publishing of *A Nation at Risk (1983, NCEE)* and more recent federal legislation (NCLB), there have been intense levels of scrutiny and calls for accountability on the state, district and building level. For example, NCLB calls for principals to have "the instructional leadership skills to help teachers teach and help students meet challenging state student academic achievement standards" (Title II, Section 2113[c], (as cited in Klump & Barton, 2007, p. 2). As a result, principals have been challenged to reexamine their leadership practices, with organizations such as the National Association of Elementary School Principals (NAESP), and the National Association of Secondary Principals (NASSP) consistently citing the principal's role in creating a culture dedicated to improving student performance, being second only to teachers in impacting student achievement (Valentine, Clark, Hackmann, & Petzco, 2004). Furthermore, the federal government has begun to promote legislation that specifically addresses leadership in schools, such as former Senator Hillary Rodham Clinton's, Improving the Leadership and Effectiveness of Administrators for Districts (I LEAD) Act and Representative Nita Lowey's Investment in Quality School Leadership Act. Both acts call for identifying best practices in relation to student achievement, funding for intensive professional development, and incentives for recruitment to high-needs schools (Karhuse, 2007).

Consequently, the job description for principals has changed dramatically, becoming more demanding and complex (Louis & Murphy, 1994). Although principals still maintain traditional responsibilities such as building management,

budget, and discipline, higher expectations for student success have resulted in increased responsibilities in such areas as program implementation and management, curriculum, instruction, assessment, building climate, mission statements and building goals, meeting the learning requirements of special-needs students, educational technology, and staff development (DiPaola & Tschannen-Moran, 2003; Marzano et al., 2005). The International Society for Technology in Education (ISTE) has established National Educational Technology Standards and performance indicators for administrators. They include visionary leadership, systematic improvement and knowledge in the areas of digital-age learning culture, professional practice, and digital citizenship (International Society for Technology Education, 2009). The National Staff Development Council (NSDC) (2009) has also developed standards for leadership in the area of staff development. These standards are guided by the belief that staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. More specifically, effective administrators use a combination of pressure and support to achieve school and district goals, create policies and structures that support ongoing professional learning, and distribute leadership.

Despite the congressional endorsement of the importance of leadership in schools from 30 years ago to present, and the fact that Jantzi, Leithwood, & Steinbach (1999) found that instructional leadership is one of the least discussed leadership topics in North America, studies showing a direct relationship between principal behavior and student achievement are relatively rare. However, studies

that use a "mediated effect" or indirect model, one which examines the principal's influence on achievement through others, are more common (Hallinger & Heck, 1998). Cotton (2003) further emphasizes the indirect, but equally important role of the principal in providing teachers with autonomy, and protecting them from excessive intrusion forces.

Despite the nebulous nature of defining instructional leadership and establishing direct causative relationships, there is consistent agreement that high-performing middle schools have high-performing, knowledgeable and collaborative principals (Blase & Blase,1999; Little & Little, 2001; NMSA, 2003; Valentine, Clark, Hackmann, & Petzko, 2004).

Expectations are high, arguably unreasonably so, for today's middle school principals. Blackman and Fenwick (2000) describe the job as follows:

> Today, the school leader is expected simultaneously to be a servant-leader, an organizational and social architect, an educator, a moral agent, a child advocate and social worker, a community activist, and a crisis negotiator—all while raising students' standardized test performance. (p. 70)

If the nature and expectations of the middle school principalship are indeed changing and growing more complex, there is a necessity to identify and prioritize leadership characteristics that can be associated with effective schools. By doing so, present and future administrators can target their efforts on aspects of the job that will be most effective and efficient in improving and sustaining

these schools. They can focus on "doing the right work" (Marzano, Walters, & McNulty, 2005, p. 76). Furthermore, school districts can more accurately define and seek out administrators with strengths in these areas, and administrative certification programs can more substantially train future principals.

Research Questions and Null Hypothesis

This study investigated the instructional leadership behaviors of middle school principals, as perceived by teachers and principals, and the potential relationship between these behaviors and student academic achievement, as indicated by New York State's designation of these schools as high achieving and gap closing middle schools. The study was guided by two descriptive data questions:

1. Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument (framing the school's goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning) are being demonstrated by principals of average needs, high-achieving, gap-closing middle schools in New York State, as perceived by teachers and principals?

2. Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument are being demonstrated by principals of average

needs, non-recognized, middle schools in New York State, as perceived by teachers and principals?

The following two null-hypotheses were tested in this study:

1. There are no statistically significant differences in principal instructional leadership behavior, as perceived by principals and teachers, between recognized high achieving and non-recognized schools.

2. There are no statistically significant differences in perceived principal instructional leadership behavior between principals and teachers.

Thus, two research questions were addressed regarding the null-hypotheses:

1. Will there be significant differences in teacher-perceived principal instructional leadership behavior between recognized and non-recognized schools?

2. Will there be significant differences between teacher and principal perceptions of the principal's instructional leadership behavior?

Limitations and Delimitations of the Study

The following are acknowledged as potential limitations of the study:

1. The data collected regarding principal leadership was based on perceptions reported by teachers and principals, thus allowing for subjectivity and possible bias.

2. There was a range of overall middle school experience and years of service for teachers and principals surveyed.

3. Standardized test results form the foundation for a school's designation as high performing or gap-closing in New York State. Although standardized tests are typically reliable, their validity is open to debate (Hallinger & Heck 1996).

The following are delimitations of the study:

1. To minimize the effect of outlier schools with extremes in student demographic variables such as socio-economic status (SES), and differences in school population, only "average needs" school districts in which the middle school has relatively low student needs, as defined by New York State, were included in the sample. Average needs schools comprise the largest percentage of schools in the state (NYSED, 2006).

2. Only teachers in schools where principals have been in their current position for at least 2 years prior to the 2007-2008 school year were surveyed.

Definition of Terms

Instructional leadership- (a) providing the necessary resources so that the school's academic goals can be achieved; (b) possessing knowledge and skill in curriculum and instructional matters so that teachers perceive that their interaction with the principal leads to improved instructional practice; (c) being a skilled communicator in one-on-one, small-group, and large-group settings; and (d) being a visionary who is out and around creating a visible presence for the staff, students, and parents at both the physical and philosophical levels concerning what the school is all about (Smith & Andrews, 1989).

Middle level schools/middle schools- schools that serve adolescents ages 10-14, and that focus on the intellectual, social, emotional, and physical developmental needs of this age group. The typical grade configurations are 5-8, 6-8 and 7-8 (NMSA, 2003).

Similar schools- Similar schools are schools throughout New York State that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: (a) the grade levels served by the school, (b) rates of student poverty and limited English proficiency, and (c) the income and property wealth of district residents. Student poverty levels are indicated by determining the percentage of children in the school who participate in the free-lunch program (New York State Department of Education (NYSED), 2006).

Average needs district/middle school- Schools in this group are middle level schools in districts with average student needs in relation to district resource capacity (NYSED, 2006).

District resource capacity- an amalgam of demographic data for the school districts which combines the best indicator of educational need (school district student poverty) with the financial resources of the school district, district enrollment and district land area, to place districts into six distinctly different categories. Each category is generally accepted as containing a distinct type of district. Each district in a category faces similar challenges, and is able to draw

on comparable levels of resources. Districts in different categories are less comparable (NYSED, 2006).

High Performing/Gap Closing school- A school that met all applicable standards in English language arts and mathematics in 2005-2006 and that made Adequate Yearly Progress in both 2004-2005 and 2005-2006 on all applicable English language arts, mathematics, and science criteria. In addition, the school must have been accountable for 30 continuously enrolled students in at least two racial ethnic groups or at least one racial ethnic group and one of the following groups of students: low income students, students with disabilities, or limited English proficient students (NYSED, 2006).

Adequate Yearly Progress (AYP)- a measure that indicates acceptable progress by a school toward the goal of proficiency for all students. To make AYP, the performance index (PI) of each accountability group with 30 or more students in a school must equal or exceed its effective Annual Measurable Objective (AMO) or the group must make Safe Harbor (NYSED, 2006).

Performance Index (PI)- Schools are assigned Performance Indices (PIs) ranging from 0 to 200, based on the performance of cohort members on State tests. Student scores on the tests are converted to four achievement levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). Schools are given partial credit for students scoring at Level 2 and full credit for students scoring at Level 3 or Level 4. They receive no credit for students scoring at Level 1. Schools improve their PI by decreasing the percentage of students

scoring at Level 1 and increasing the percentages scoring at Levels 3 and 4 (NYSED, 2006).

Annual Measurable Objective (AMO)- The Effective Annual Measurable Objective (AMO) is the PI value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO will be increased in regular increments beginning in 2004–05 (NYSED, 2006).

Safe Harbor- Safe Harbor provides an alternative means to demonstrate AYP for accountability groups that do not achieve their Effective AMOs. The safe harbor target is the PI value that represents the required level of improvement over the previous year's performance. To make safe harbor, the accountability group must also make acceptable progress in science (NYSED, 2006).

Chapter II

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews the literature on the topic of instructional leadership and its relationship to student academic achievement. It examines both empirical studies and the theoretical base underlying instructional leadership. After a brief introduction, which provides a broader context of successful middle schools and organizational leadership, the chapter's organization is based on the conceptual framework underlying the Principal Instructional Management Rating Scale (PIMRS) established by Hallinger and Murphy (1987) as outlined in Figure 1. More specifically, the concept of defining the school mission is first explored,

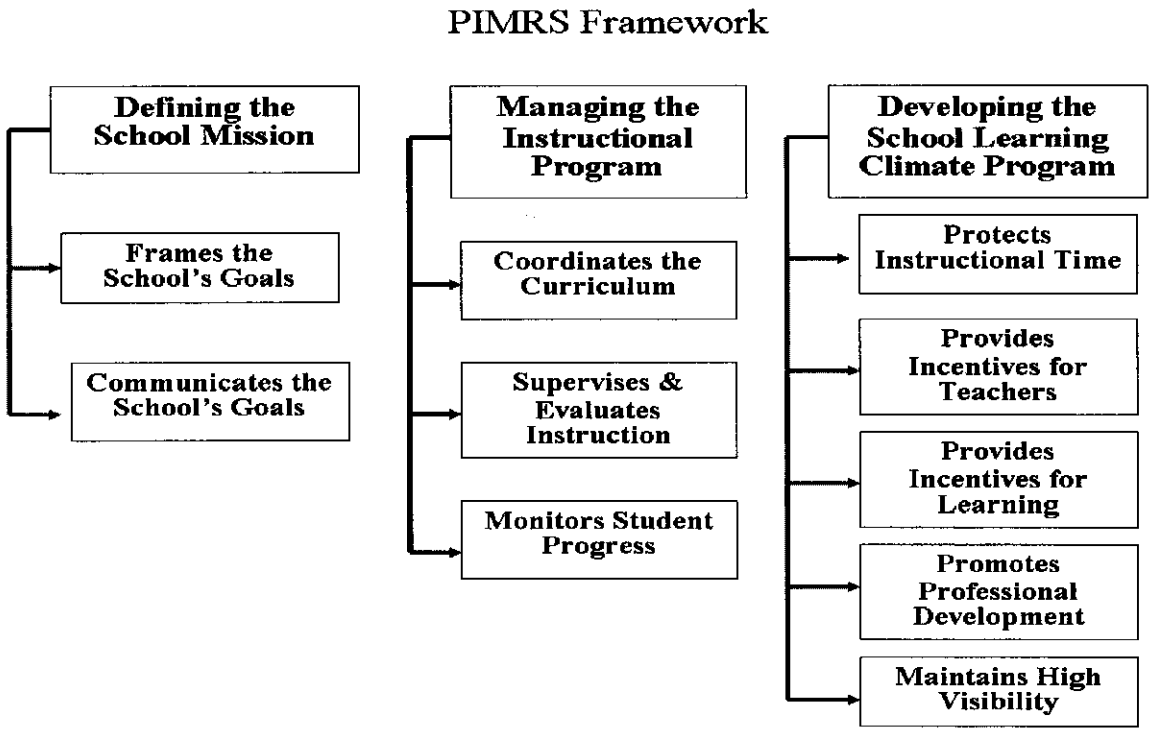

Figure 1. PIMRS Framework (Hallinger & Murphy, 1987)

followed by managing the instructional program, and finally developing the school learning climate is examined. The PIMRS is the survey instrument that was used in this study and is described in further detail in Chapter III.

The Successful Middle School

The foundations and subsequent development of the middle school concept span the last century, beginning with the junior high school movement from 1910-1925. The emergence of the first "middle schools" in the 1960's signaled the next step in this major educational reform movement. However, it was not until the first publication of *This We Believe* (National Middle School Association, 1982) that there was a solidified and comprehensive statement regarding the unique developmental needs of adolescents and the goals of middle-level education (NMSA, 2003).

At the core of the three seminal works regarding middle level education, *This We Believe: Successful Schools for Young Adolescents* (NMSA, 2003), *Turning Points 2000: Educating Adolescents in the 21st Century* (Jackson & Davis, 2000), and *Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform* (NASSP, 2006), is a theme that centers on the concept of balance between academic rigor and developmentally appropriate practice. The three works outline the characteristics of successful middle-level schools and cite developmental needs as foundational, and intertwined with academic and curricular needs. Selected characteristics of successful schools include: an inviting, enriching, supportive and safe environment that fosters health and

wellness; educators who value working with and are prepared to teach to adolescents with multiple teaching and learning approaches; an adult advocate for every student utilizing multifaceted guidance and support services; school initiated family and community partnerships; and assessment and evaluation programs that promote quality learning (Jackson & Davis, 2000; NASSP, 2006; NMSA, 2003).

Seeking and maintaining a balance between a nurturing, child-centered environment and one in which improving student achievement is the focus, usually measured by standardized test scores, is a challenge that all middle-level principals face regularly. This struggle has been evident in the debate over whether middle school students belong in an elementary or secondary environment. Although the majority of middle schools nationwide are grades 6-8, other configurations do exist (Valentine et al., 2004). According to the National Association of Secondary Principals (2006), there has been a "tug-of-war" that has existed for 40 years over where young adolescents belong, and unfortunately, districts' decisions have often been based on financial or infrastructure factors.

Cawelti (1987) proposed that schools using the 6-8 grade configuration are more likely to have the recommended key characteristics for successful middle schools, including advisory programs, interdisciplinary and team teaching, block scheduling, transition plans for incoming students, and professional development that focuses on effective teaching strategies for diverse learners.

The NMSA Research Committee (2003) lists six components that are necessary for a successful middle school: (a) Curriculum that is relevant, challenging, integrative, and exploratory; (b) Multiple learning and teaching approaches that respond to their diversity; (c) Assessment and evaluation programs that promote quality learning; (d) Organizational structures that support meaningful relationships and learning; (e) School-wide efforts and policies that foster health, wellness, and safety; and (f) Multifaceted guidance and support services. Several studies have indicated that the integration of these elements into middle schools was positively associated with academic achievement. They include Lee and Smith (1993), Felner, Jackson, Kasak, Mulhall, Brand and Flowers (1997), Mertens, Flowers, & Mulhall (1998), and Backes, Ralston, & Ingwalson (1999).

Organizational Leadership

The concept of leadership has been explored by historians and theorists from earliest times through the present, on an international, national, local and institutional level. The Egyptian pharos, the Roman emperors, the leaders of the Renaissance and the Enlightenment, the generals of various modern armies, and the CEO's of various corporations, from Ben and Jerry's to IBM or Chrysler have been researched and written about. Smith and Andrews (1989) approximated that there were 350 definitions of leadership in the literature of the day. That number has almost certainly risen in the past 20 years.

The word "lead" has an Indo-European root that means "go forth and die" (Heifetz & Linsky, 2002). Although in the context of business or education this definition is not applicable in a literal sense, it is relevant in discussing leadership in the context of taking chances or risks when implementing change. Change is uncomfortable for most people because it challenges their ideals, beliefs, habits, allegiances, and methodologies. Thus, resistance to change is common and can result in the person leading the change to be undermined, sabotaged, or even eliminated, professionally (Heifetz & Linsky, 2002). Furthermore, change results in strong positive and negative emotions such as excitement, exhilaration, and energy, and panic, fear, and loss, respectively. It is when these emotions are at their height, that leadership becomes vital (Fullan, 2001).

Several theorists have attempted to organize and define the key elements of effective leadership. For example, Waldman (1993) consolidated Deming's Total Quality Management TQM 14 Points into five key leadership characteristics: change agency, teamwork, continuous improvement, trust building, and eradication of short term goals. Fullan (2001) lists: having moral purpose, creating coherence, understanding the change process, creating knowledge and sharing, and building relationships as being the framework for leadership. James Collins' (2001) work on companies that have gone from "good to great" describes the Level 5 leader as one who: relies on high standards as opposed to personal charisma; surrounds themselves with the right people to do the job; creates a culture of discipline; honestly looks at facts regarding their company; and is open to difficult questions regarding the future of the company.

Bolman and Deal (2003) posit that leadership is situational and requires the balancing and utilization of the "four frames" of an organization, which are the structural frame, the human resource frame, the political frame, and the symbolic frame. The effective leader can take a challenge or crisis and "reframe" it. By reframing, the leader is able to understand and use multiple perspectives in order to solve a problem or deal with a situation.

In contrast to the traditional focus on the importance of leadership in an organization, Sergiovanni (2007) believes that our understanding of leadership is outdated and overemphasized, stating, "We think of leadership as direct and interpersonal, and assume that we must have it. But there are many situations in which leadership is not an issue" (p. ix). He believes that professionals such as teachers are motivated from within, and do not need a "leader" to check on them or motivate them.

Middle School Principal Behavior and Student Achievement

Defining the School's Mission

Hallinger and Heck (1996) reviewed both American and international research from 1980-1995 that explored the relationship between principal leadership and student achievement. At the time of their review, they found that the exact nature and degree of the principal's impact on student achievement was still subject to great debate and varying interpretations. They examined 40 studies, and found that those studies that used a mediated-effect model were more effective than direct-effect models at building a theoretical base, and more

practical for identifying specific actions that principals could take to achieve results. Mediated-effects models assume that improvements in student achievement are as a result of the principal interacting with or manipulating features of the school environment. For example, a principal might encourage or facilitate professional development for teachers, which then leads to improved classroom instruction. A direct-effects model assumes that the principal more directly interacts with students and consequently impacts achievement levels.

Hallinger and Murphy (1987) outlined the conceptual framework underlying Hallinger's 1984 PIMRS instrument. The framework consisted of three key dimensions of instructional leadership, the first of which was defining the school mission. Defining the school mission can be delineated into two leadership functions: framing the school's goals and communicating the school's goals. These two functions relate to the principal's role in working with the staff to establish a mission that is focused on academic achievement. Although the principal does not unilaterally create the mission, his or her role is to ensure that the mission exists and is communicated effectively (Hallinger, 2008). Sergiovanni (1984) cautions that schools must be at the same time loosely and tightly coupled; that is they must have a clear sense of purpose and structure, yet allow for a great deal of freedom for staff and students.

A successful principal must have a clear vision and goals for where his or her school needs to go, be able to convey that vision to all constituencies, and have the abilities necessary to assist the organization in achieving their goals (Cotton, 2003; Harris, 2007; Lashway, 2003; Leithwood & Riehl, 2003; Manasse,

1985; Marzano, Waters & McNulty, 2005; Portin, Schneider, DeArmond & Gundlach, 2003; Shen & Hsieh, 1999; Smith & Andrews, 1989; Stronge, Richard & Catano, 2008; Wise, 2001). Having vision that extends to the external environment is especially important during times that are characterized by rapid change. Many influences on schools come from outside the educational system, such as technology, demographics, and government policy (Hallinger & Heck, 2002).

Hallinger and Heck (1996) noted that one mediating factor in particular consistently appeared in the various studies on instructional leadership, including their own, as being significant: establishing school goals. They noted that the effectiveness of establishing and maintaining a school-wide mission or purpose did receive empirical support. This finding was supported by Robinson's (2007) research which through a comparative study of transformational and instructional leadership identified five leadership dimensions that had a significant impact on students. They included: establishing goals and expectations, strategic resourcing, planning, coordinating and evaluating teaching and the curriculum, promoting and participating in teacher learning and development, and ensuring an orderly and supportive environment. Robinson defined establishing goals as "the setting, communicating and monitoring of learning goals, standards, and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals" (p. 14). In an executive summary commissioned by the Wallace Foundation, Leithwood et al. (2004) simplified the various forms of leadership and their descriptive titles by citing two essential

objectives for organizational effectiveness: helping the organization establish a defensible set of objectives (setting directions) and influencing members to move in that direction. In fact, the summary cites that those leadership practices that are involved in setting directions account for the largest proportion of a leader's impact. These specific leadership practices include identifying and articulating a vision, fostering the acceptance of group goals, and creating high performance expectations.

In 2001, Little and Little, in partnership with the National Middle School Association, undertook a research project using a Delphi Panel, that sought to identify the six major roles of the middle school principal. They identified the following roles as critical and essential: person, visionary, instructional leader, leader of a learning organization, manager, community facilitator. As can be seen in Appendix 1, Role 2: The Middle School Principal as Visionary consists of specific behaviors that center around establishing goals, articulating those goals, and having the knowledge, desire and will to pursue and achieve these goals.

Cotton (2003) summarized research studies, 81 in total, occurring after 1985. From these studies, 26 principal behaviors that contribute to student achievement were gleaned (See Appendix B). These 26 behaviors fall into five broader categories: establishing a clear focus on student learning; interactions and relationships; school culture; instruction; and accountability.

Cotton's elaborates on behavior 2 by citing the ability of the principal to frequently and consistently emphasize that learning is the most important purpose of schooling, as crucial to a school being successful. More specifically,

principals should establish learning-based goals, and then facilitate the attainment of these goals by reaching out to stakeholders, allocating time and resources to core areas such as reading and mathematics, and communicating expectations for high levels of learning for all students.

Using a meta-analysis approach, Marzano, Waters, and McNulty (2005) established potential correlations, or *r* values, for specific principal behaviors and student achievement. Appendix C outlines these behaviors and their associated *r* values. Most closely linked to Hallinger and Murphy's (1987) three functions, the researchers identified focus, or establishing clear goals, as having an *r* value of .24. More specific behaviors identified included establishing clear and concrete goals for curriculum, instruction and assessment and the general functioning of the school; establishing high goals and expectations for all students to meet them; continually monitoring and refocusing these goals.

Marzano et al. also identified several other responsibilities that might fall under the broad function of having a vision and setting goals. For example, being a change agent (*r* value of .25) was noted. Behaviors in this domain would include challenging the status quo, willingness to lead initiatives with uncertain outcomes, systematically new and better ways of doing things, and operating on the edge of the school's competence. Nevertheless, they stressed the importance of change efforts being initiated with a critical eye and caution against change for change sake. Too often energy and resources are directed at change that stalls and goes nowhere.

Lastly, they noted that in order to establish priorities or goals, a principal must have a core set of ideals and beliefs (*r* value of .22). Behaviors falling under this responsibility might include possessing well-defined beliefs about schools, teaching and learning, sharing these beliefs with staff, and demonstrating behaviors that are consistent with these beliefs (Marzano, et al., 2005).

Brown and Anfara (2003) conducted a qualitative case study, in which they surveyed 98 middle level principals, of which 44 were also interviewed. The study explored the importance of visionary leadership, and more specifically, the specific strategies that principals used prior to implementing school-wide reforms. In other words, how principals form a vision into a reality. The researchers defined visionary leadership as "the capacity to create and communicate a view of a desired state of affairs that clarifies the current situation and induces commitment to an even better future" (p. 16). They concluded that having a vision of what the organization should be and the tools to get there were vital to a school's success. Kouzes and Posner (2002), also included inspiring a shared vision as one of their five practices of exemplary leadership.

Managing the Instructional Program

Resnick and Fink (as cited in Sparks, 2008) effectively summarized the importance and essential elements of managing the instructional program.

> A principal can create an organization that is continuously developing the social capital that allows people to trust, depend on, and learn from each other. But an effective instructional leader also needs to build intellectual

> capital-by playing a substantive role in curriculum choices, in establishing expectations for the quality of student work, in analyzing the form and quality of teaching, and in organizing targeted opportunities for teachers in the school to learn the specifics of teaching their subject matters well. (p. 1)

Hallinger and Murphy (1987) cited managing the instructional program as the second dimension of instructional leadership. This function was delineated into three leadership functions that included, coordinating the curriculum, supervising and evaluating instruction, and monitoring student progress. In essence, this function focuses on the principal developing and managing the school's instructional program, or "core". The term "instructional core" and the importance of managing it, is also used by Sebring and Bryk (2000).

Schools of today must be centered on teaching and learning and organizing for teaching and learning (Strong, et al., 2008). However, in order for a principal to provide leadership in the area of curriculum and instruction, he or she must be dedicated to self- improvement through self-edification. Principals must be models for their staff and actively participate in staff development (Blase & Blase, 1999; Fullan, 2001; Kouzes & Posner, 2002; Lashway, 2003; Prestine & Nelson, 2003). The development of teachers that support curriculum and instruction comes through role modeling, demonstrating professional practices, and support for those who need it (Cotton, 2003; Leithwood, 2005).

The 2005 Marzano et al. study identified several principal responsibilities that fell under the function of managing the instructional program. The first responsibility, involvement in curriculum, instruction and assessment (*r* value of .20), was characterized by being directly involved in curricular design activity and assisting teachers in addressing assessment and instructional issues. The concept of involvement in these instructional areas is also noted as a crucial leadership dimension by Robinson (2007)

The second, knowledge of curriculum, instruction and assessment (*r* value of .25), is described as possessing knowledge of instructional, curricular, assessment, and classroom practices. Supovitz and Poglinco (2001) and Brewster and Klump (2005) more specifically delineate the importance of content knowledge for principals and teachers, especially at the secondary level.

The third, providing intellectual stimulation (*r* value of .24), calls for exposing oneself and staff to current research and theory on effective practice and fostering discussion on these topics. Cotton (2003) cites discussion of instructional issues as being a potential correlate for student achievement.

The fourth, allowing for input (*r* value of .25), is characterized by allowing staff to be included and have input in all important policy and curriculum decisions. This may be facilitated by the use of leadership teams and supports the concept of shared or distributed leadership. When teachers are empowered through shared leadership practices and given decision making authority, principals, students and the teachers themselves benefit. This practice allows the principal to not only take advantage of others' expertise, but frees them to

visit more classrooms and focus on the instructional core (Cotton, 2003). In fact, high performing schools have made teacher leadership a key component in planning for continued success (Reeves, 2007). Supovitz (2000) described distributing leadership as, "a survival tactic in dealing with the increasing complexity of the principal's job" (p.14).

Lastly, monitoring and evaluating (*r* value of .27) is further delineated as the extent to which the principal monitors school practices in relation to their impact on student achievement. This monitoring might take the form of individual performance evaluations, observing the implementation of a new curricular initiative, or examining student performance on local or state standards-based assessments and providing feedback to staff (Marzano, et al., 2005).

The importance of monitoring and evaluating progress or encouraging teachers to undertake such practice is cited by several other researchers and theorists (Brookover & Lezotte, 1979; Brookover, 1981; Cotton, 2003; Edmonds, 1979; Robinson, 2007; Smith & Andrews, 1989; Whitaker, 2003). In fact, Heck (1992) found that the amount of time principals spend observing classrooms and instruction was one of the three most important factors in student achievement.

Developing the School Climate

"Principals can profoundly influence student achievement by working with teachers to shape a school environment conducive to learning" (Bottoms & Fry, 2009, p. 5). First and foremost, the school principal is a human being with

personality, character, a set of core values and beliefs. These personal characteristics do indeed matter and form the foundation for all professional interactions and decisions, and thus the school climate. In essence, they are the "filter" and set the tone for the entire school (Whitaker, 2003). In their description of "Principal as Person", Little and Little (2001) cite inspiring and instilling confidence, communicating effectively and being an active listener, being enthusiastic and optimistic, and having a sense of humor as qualities of exemplary principals. Covey (1991) lists the characteristics of principle – centered, and thus, effective leaders as continually learning, service oriented, radiating positive energy, believing in others, leading balanced lives, seeing life as an adventure, synergistic (change catalysts). Kouzes and Posner (2002) state that extraordinary things get done in an organization when leaders model the way, inspire, challenge the process, enable others to act, and encourage the heart.

Evans (1996) states, "Transformation begins with trust" (p. 135). Trust in a school is developed through the demonstration of integrity, savvy and authenticity. These characteristics come from deeply held and personal beliefs (1996). Tschannen-Moran (2004) further cites the existence of a trustworthy leader as being crucial to a school's success. The principal establishes trust through benevolence, honesty, openness, reliability, and competence.

Hallinger and Murphy (1987) identified developing and promoting a positive school climate as the third dimension of their theoretical framework for instructional leadership. Specific leadership functions that fall under this

dimension include: protecting instructional time, visibility, incentives for teachers, promoting professional development, and incentives for learning.

The meta-analysis conducted by Marzano et al. (2005) supports the importance of Hallinger and Murphy's (1987) leadership functions. For example, affirmation (recognizing and celebrating group accomplishments and failures), and contingent rewards (recognizing and rewarding individual accomplishments) were shown to be correlated to student academic achievement with *r* values of .19 and .24 respectively. Moreover, visibility (quality interactions with teachers and students), and resources (provides teachers with materials and professional development necessary to be successful) were determined to have *r* values of .20 and .25 respectively. According to Marzano et al., protecting instructional time falls under the responsibility of discipline (*r* value of .27). This is the extent to which the principal protects instructional time from internal and external distractions and interruptions.

Cotton (2003) states, "the principal's contribution to the quality of the school climate is arguably a composite of all the things he or she says or does" (p. 14). Her summary of the research further supports Hallinger and Murphy's (1987) leadership functions. Related behaviors included maintaining a safe and orderly school environment, visibility and accessibility, a positive and supportive school climate, professional development opportunities and resources, protecting instructional time, recognition of student and staff achievement.

Hallinger (2008) suggests that successful schools create an atmosphere of "academic press" by establishing high standards and expectations, and a

culture that promotes continuous improvement. Hoy, Tarter and Hoy (2006) described this concept as "academic optimism" and labeled it as a "force for student achievement." Academic optimism is said to be comprised of three interrelated characteristics of the organization: academic emphasis, collective efficacy, and faculty trust in parents and students. Collective efficacy is defined as the belief by teachers that that the faculty as a whole can organize and execute the actions necessary to promote student achievement. Although principals may not have direct influence over student achievement, their leadership contributes to factors such as collective efficacy, which have been shown to have a more direct impact (Hoy et al., 2006).

Hoy and Sweetland (2001) presented two contrasting types of school bureaucracy that they described as enabling and hindering. They hypothesized that enabling school structures, many of which are controlled by the building principal, lead to a more productive and successful school. Enabling structures encourage problem solving, cooperation, collaboration, flexibility, innovation, and protection for participants.

Chapter III

METHODOLOGY

Introduction

This comparative study identified which of the 10 instructional leadership functions identified by Hallinger's 1983 *Principal Instructional Management Rating Scale* (PIMRS) were being demonstrated by a sample of New York State middle school principals as perceived by teachers and principals in these schools. The three overarching dimensions (a) defining the school's mission, (b) managing the instructional program, and (c) developing the school learning climate were further delineated into 10 leadership functions (a) frames the school's goals, (b) communicates the school's goals, (c) coordinates the curriculum, (d) supervises and evaluates instruction, (e) monitors student progress, (f) protects instructional time, (g) provides incentives for teachers, (h) provides incentives for learning, (i) promotes professional development, and (j) maintains high visibility. Furthermore, the study investigated possible differences in principal instructional leadership behavior at schools recognized by New York State as "High-achieving/Gap closing", as compared to those schools which were not recognized. Lastly, the study identified any differences in teacher and principal perception of the principal's behavior. The sample of schools was comprised of average needs middle schools, half of which were designated as "High-achieving/Gap- closing", and half of which had not received such designation. For the purpose of this study, a quantitative survey was used to gather the data and thus answer the research questions. The purpose of the

survey research was to generalize from a sample of teacher and principal perceptions regarding principal instructional leadership behavior in New York State so that inferences could be made regarding the possible relationship between reported principal behaviors and student achievement.

Subjects

The study took place in New York State, and the sample used consisted of teachers and principals from both middle level public schools identified as "High-achieving/Gap-closing" and non-identified schools. Furthermore, the schools chosen were selected from a group considered to be similar in nature. The schools in this category were identified as being in an average needs school district and having relatively low student needs. There are a total of 126 average needs schools, 62 of which received recognition (NYSED, 2007). The researcher's goal for sample size was to obtain permission from 18 (9 recognized and 9 non-recognized) of 126 schools, and to obtain a 100% return rate for principals and a 30% return rate for distributed surveys to teachers.

Methodology

The following data collection steps were taken:

1. The researcher obtained a listing of middle level schools and principals fitting the "average needs" school profile from the New York Education Department, and wrote a letter of solicitation (see Appendix E) to each superintendent requesting their school district's participation in the survey.

Included in the superintendent's letter was information regarding the background of the researcher, the purpose of the research, the procedures to be used, and a statement of confidentiality and anonymity.

2. For those superintendents who indicated their willingness to have their district participate, a formal letter of consent was solicited (see Appendix F).

3. For those superintendents who granted permission, the individual school principals were contacted by e-mail letter (see Appendix G). The researcher inquired as to their suitability for the study, or more specifically, were they the principal of the school for at least one year prior to the 2007-2008 school year? Included in the principal's letter was information regarding the background of the researcher, the purpose of the research, the procedures to be used, and a statement of confidentiality and anonymity.

4. Teachers were contacted and provided a letter of informed consent (see Appendix H). Information outlining the specific instructions and expectations for completion of the survey was included. The letter also stated that completion of the survey implied consent. Principals and teachers completed surveys on-line using the ASSET system at Seton Hall University.

Instrumentation

For the purposes of this study, a voluntary survey instrument was administered to principals and teachers. The instrument utilized was the Principal Instructional Management Scale 2.0 (PIMRS), which was first developed by Dr. Philip Hallinger in 1982. Permission was granted to use the instrument for the

purposes of this study (see Appendix D). The PIMRS has been used in 119 other research studies since its development (Hallinger, 2008).

The PIMRS Teacher Form 2.0 (see Appendix I) consists of two parts. Part 1 asks teachers to answer two basic questions to gather descriptive data: A. Years at the end of this school year that you have worked with the current principal and B. Years of experience as a teacher at the end of this school year. Part 2 uses a five point Likert Scale to provide a profile of principal leadership, and consists of 50 questions. Answers are recorded as follows: 1. Almost never; 2. Seldom; 3. Sometimes; 4. Frequently; 5. Almost always. The PIMRS is divided into 10 subscales, each of which measures a different instructional leadership function and consists of five items.

The PIMRS Principal Form 2.0 (see Appendix J) is nearly identical. Part 1 asks principals to answer two basic questions to gather descriptive data: A. Number of years you have been principal at this school and B. Years at the end of this year that you have been a principal. Part 2 is identical to the teacher form.

Data derived from an appraisal instrument must meet standards of reliability and validity. Validity refers to the ability of the instrument to measure what it is intended to measure. Reliability refers to the ability of the instrument to yield consistent data regardless of the time at which it is administered and by whom (Latham & Wexley, 1981). Four criteria were used to assess the validity and reliability of the PIMRS: content validity, reliability, discriminant validity, and construct validity.

Content validity refers to the degree to which the individual questions that make up the subscales are appropriate measures of instructional leadership. Latham and Wexley (1981) suggest that items should achieve 80% agreement for inclusion on the instrument. Experts familiar with the instructional management functions of principals were asked to categorize items under one of ten functions. These 10 functions became the subscales for the instrument. Agreement scores are indicated in Table 1.

Table 1
Content Validity Agreement Scores

Subscale	Number of Items	Average Agreement
Frames Goals	6	91%
Communicates Goals	6	96%
Supervision/Evaluation	11	80%
Curricular Coordination	7	80%
Monitors Progress	8	88%
Protects Time	5	85%
Incentives for Teachers	4	100%
Professional Development	10	80%
Academic Standards	5	95%
Incentives for Learning	4	94%

(Hallinger, 1982)

Reliability refers to the degree to which the rating scales measure the targeted behavior consistently. An internal consistency measure, or analysis of inter-rater reliability, was utilized. Latham and Wexley (1981) stated that a

minimum standard of 80% should be set. Reliability estimates are indicated in Table 2.

Table 2
Reliability Estimates

Subscale	Reliability*	Sample Size
Frame goals	.89	77
Communicate goals	.89	70
Supervision/evaluation	.90	61
Curricular coordination	.90	53
Monitors student progress	.90	52
Protects instructional time	.84	70
Visibility	.81	69
Incentives for teachers	.78	70
Professional development	.86	58
Academic standards	.83	76
Incentives for learning	.87	61

* Reliability estimates are Cronbach Alpha coefficients (Hallinger, 1982).

Discriminant validity is concerned with the ability of the instrument to discriminate among the performance of the persons being rated (Latham & Wexley, 1981). This measure is tested by measuring the variance in teacher ratings between and within schools on each of the subscales. If the variance in rating of principals between schools is significantly greater than the variance in principal ratings within a given subscale, it is an indication that the instrument is able to measure differences in behavior among principals. Discriminant validity

measures are indicated in Table 3, and were tested using a one-way analysis of variance (ANOVA). Eight of the 11 subscales measured greater between school than within school variance with statistical significance at the .01 level and nine at the .05 level. Only "Professional Development" and "Academic Standards" were unable to meet these standards of statistical significance.

Table 3

Discriminant Validity Measures

SUBSCALE	F VALUE	SIGNIFICANCE
Frames Goals	6.01	.0000
Communicates Goals	6.12	.0000
Evaluates Instruction	2.23	.0266
Coordinates Curriculum	3.13	.0024
Monitors Progress	2.66	.0087
Protects Instructional Time	2.84	.0052
Visibility	3.12	.0025
Incentives for Teachers	3.49	.0010
Professional Development	1.46	.1729
Academic Standards	1.78	.0829
Incentives for Learning	4.18	.0001

(Hallinger, 1982)

Measures of construct validity provide an assessment of the degree to which the principals being evaluated actually possess the quality that is being reflected in the instrument. To indicate construct validity, there should be agreement among observers of the principal's behavior on each criterion

(Latham & Wexley, 1981). Table 4 compares the inter-correlation between each pair of subscales with each subscale's reliability coefficient.

Table 4

Inter-correlation

	Frame Goals	Comm. Goals	Eval. Inst.	Coord. Curr.	Mon. Prog.	Prot. Time	Vis.	Inc. Teach.	Prof. Dev.	Inc. Learn.
Frame Goals	(.89)*	.85	.47	.60	.54	.43	.39	.28	.45	.46
Comm. Goals		(.89)	.55	.71	.63	.49	.52	.41	.57	.57
Eval. Inst.			(.90)	.57	.65	.50	.60	.37	.69	.47
Coord. Curr.				(.90)	.73	.52	.60	.43	.64	.58
Mon. Prog.					(.90)	.65	.57	.40	.67	.49
Prot. Time						(.84)	.57	.37	.57	.39
Vis.							(.81)	.47	.69	.57
Inc. Teach								(.78)	.61	.39
Prof. Dev.									(.86)	.57
Inc. Learn.										(.87)

*Coefficients in parentheses are reliability estimates (Hallinger, 1982).

Design and Statistics

Quantitative methods were used to analyze the responses of the participants, and thus address research questions 1 and 2, and the research questions related to the null hypotheses. More specifically, was there a statistically significant difference in principal behavior between those schools that are considered high performing and those schools which are not? Descriptive statistical analysis of the data consisted of means and standard deviations for the 50 individual behaviors surveyed, as well as the 10 subscales or functions.

Because the study involved the analysis of scores between two groups (principals and teachers and recognized and non-recognized schools), an analysis of variance (ANOVA) was also conducted to determine if there exists statistically significant differences between the two groups.

Chapter IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this study was to investigate the instructional leadership behaviors of middle school principals, as perceived by teachers and principals, and the potential relationship between these behaviors and student academic achievement, as indicated by New York State's designation of these schools as high achieving and gap closing middle schools. The study was guided by two descriptive data questions:

1. Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument (framing the school's goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning) are being demonstrated by principals of average needs, high-achieving, gap-closing middle schools in New York State, as perceived by teachers and principals?

2. Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument are being demonstrated by principals of average needs, non-recognized, middle schools in New York State, as perceived by teachers and principals?

The following two null-hypotheses were tested in this study:

1. There will be no statistically significant differences in principal instructional leadership behavior, as perceived by principals and teachers, between recognized high achieving and non-recognized schools.

2. There will be no statistically significant differences in perceived principal instructional leadership behavior between principals and teachers within each cohort.

Thus, two research questions were addressed regarding the null-hypotheses:

1. Will there be statistically significant differences in teacher-perceived principal instructional leadership behavior between recognized and non-recognized schools?

2. Will there be statistically significant differences between teacher and principal perceptions of the principal's instructional leadership behavior?

These questions will be answered through an analysis of the data gathered from middle school teacher and principal completed surveys. This chapter first presents a description of the responding sample of teachers and principals, and then summarizes the data analysis for answering research questions 1 and 2. Next, a summary of the data will be provided for addressing the two null hypotheses and two related research questions.

Description of the sample

Initially, 19 superintendents agreed to participate in the study. This cohort included 11 schools that were recognized as being high achieving and 8 that were not. However, the survey was voluntary for both principals and teachers, resulting in only nine recognized schools and seven non-recognized schools choosing to participate. Table 5 indicates the coded schools by group and their respective respondents. As is indicated, one school in the recognized school group had only the principal respond to the survey and one school had only teachers respond. A total of 15 principals and 176 teachers responded to the survey.

Table 5

Respondents

Non-recognized schools	Teacher respondents	Recognized schools	Teacher respondents
11	10	20	8
12	25	22	16
13	11	24	23
14	11	25(teacher only)	4
15	6	26	7
16	3	27(principal only)	0
18	6	28	6
		29	19
		30	21
Total respondents	72		104

The first two questions of the principal survey asked respondents to indicate how many years they had been the principal of their current school and

their total years of principal experience. Table 6 and 7 indicate the principals' responses.

Table 6

Principal Years of Experience (Non-recognized)

Number of years as principal of this school	*N=7*	Percent	Total years of principal experience	*N=7*	Percent
1	0	0	1	0	0
2 to 4	2	28.5%	2 to 4	2	28.5%
5 to 9	2	28.5%	5 to 9	1	14%
10 to 15	3	43%	10 to 15	3	43%
More than 15	0	0	More than 15	1	14%

Table 7

Principal Years of Experience (Recognized)

Number of years as principal of this school	*N=8*	Percent	Total years of principal experience	*N=8*	Percent
1	0	0	1	0	0
2 to 4	1	12.5%	2 to 4	1	12.5%
5 to 9	4	50%	5 to 9	3	37.5%
10 to 15	3	37.5%	10 to 15	3	37.5%
More than 15	0	0	More than 15	1	12.5%

The first two questions of the teacher survey asked respondents to indicate the number of years that they had worked with the current principal and their total years of teaching experience. Table 8 and 9 indicate the teachers' responses. It is notable that teachers from recognized schools indicated that as a

group they had more years working with the current principal, and more years of teaching experience overall. More specifically, 31% of teachers from recognized schools, as compared to 21% from non-recognized schools, stated that they had worked with the current principal for 10 or more years. Furthermore, 76% of teachers from recognized schools, as compared to 57% from non-recognized schools, stated that they had 10 or more years of cumulative teaching experience.

Table 8

Teacher Years with Principal (Non-recognized)

Number of years working with principal	*N=72*	Percent	Total years of teaching experience	*N=72*	Percent
1	3	4%	1	1	1%
2 to 4	22	31%	2 to 4	5	7%
5 to 9	32	44%	5 to 9	25	35%
10 to 15	15	21%	10 to 15	13	18%
More than 15	0	0	More than 15	28	39%

Table 9

Teacher Years with Principal (Recognized)

Number of years working with principal	*N=104*	Percent	Total years of teaching experience	*N=104*	Percent
1	3	3%	1	1	1%
2 to 4	23	22%	2 to 4	8	8%
5 to 9	46	44%	5 to 9	16	15%
10 to 15	22	21%	10 to 15	38	37%
More than 15	10	10%	More than 15	41	39%

Summary of Results

In order to answer Research Questions 1 and 2, descriptive statistics such as means (*M*) and standard deviations (SD) for principal and teacher responses were calculated for both the 50 individual behaviors. An overall function mean was also calculated for the 10 leadership functions. Research Question 1 asks "Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument (framing the school's goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning) are being demonstrated by principals of average needs, high-achieving, gap-closing middle schools in New York State, as perceived by teachers and principals?" Research Question 2 asks the same question, but addresses non-recognized schools. The researcher established a mean of 4 as indicating that the behavior was perceived to have been demonstrated "frequently".

It should be noted that Question 5 of the survey instrument, "*Frame the school's goals in terms of staff responsibilities for meeting them"* was eliminated from the statistical analysis by the researcher due to a typographical error in the instrument that may have caused confusion for the respondents.

Table 10 consists of individual item means, standard deviations, and an overall group mean for the principal responses in the Frame the School Goals Function. The principals in the non-recognized schools cohort scored themselves

on average higher for Questions 4 and 6, while the recognized schools cohort scored themselves higher on average for Questions 7 and 8. However, in the function of framing the schools goals, the groups' overall means were quite similar. Based on self-reported data, it would appear that both cohorts are generally demonstrating behaviors within the Framing the School's Goals Function, although the recognized schools group fell just below the 4.0 threshold (3.9). For both cohorts, means for Question 6, *"Use needs assessment or other formal and informal methods to secure staff input on goal development"* indicated that this behavior is less frequently practiced, as both groups fell below the 4.0 threshold, 3.29 and 2.63 respectively.

Table 10

Function 1 Principal Response Means

Non-recognized schools	Question 4	Question 6	Question	Question 8	Function 1 total
Cohort *M*	4.7	3.3	4.1	4	4.0
Cohort SD	.488	.756	.690	1.0	
Recognized schools					
Cohort *M*	4.1	2.6	4.6	4.3	3.9
Cohort SD	1.126	1.302	.518	.518	

Table 11 consists of individual item means and an overall group function mean for teacher responses. This data indicates that teachers in non-recognized schools, on average, rated their principals' at a score of 4 (Frequently) or better for Question 4 and 7, and rated them below the threshold of 4(Frequently) when

responding to Questions 6 and 8. Overall, teacher responses in this cohort indicated that their principals fell just below the 4.0 threshold for frequently demonstrating the behaviors in this leadership function.

For the recognized schools group, the teacher data indicated that principals were demonstrating the behaviors described in Questions 4, 7, and 8, and, on average, were demonstrating the behaviors in this leadership function at a score of 4.0 (Frequently) or higher.

Table 11

Function 1Teacher Response Means

Non-recognized schools	Question 4	Question 6	Question 7	Question 8	Function 1 Total
Cohort *M*	4.1	3.6	4	3.8	3.9
Cohort *SD*	1.053	1.098	1.113	1.035	
Recognized Schools					
Cohort *M*	4.2	3.6	4.2	4.2	4.1
Cohort *SD*	.881	1.027	.770	.860	

Table 12 consists of individual item means and an overall group function mean for the Communicates the School's Goals Function. Principal responses from non-recognized schools indicated that, on average, they demonstrate the behavior for Question 9, "*Communicate the school's mission effectively to members of the school community*", frequently. However, their responses fell below the 4.0 threshold for the function as a whole.

Principals from recognized schools indicated that they do demonstrate behaviors for Questions 9 and 10 frequently, but also scored below the 4.0 threshold for the function as a whole.

Table 12

Function 2 Principal Response Means

Non-recognized schools	Question 9	Question 10	Question 11	Question 12	Question 13	Function 2 total
Cohort *M*	4.1	3.7	3.9	3	3.1	3.6
Cohort SD	.690	1.113	.900	1.414	1.574	
Recognized schools						
Cohort *M*	4.1	4.4	3.9	2.3	2.8	3.5
Cohort SD	.835	.744	.641	1.035	1.035	

Table 13 indicates individual item means and an overall group function mean for teacher responses. Responses were fairly consistent with the principals' self-reporting in that some individual behaviors were noted as occurring frequently (Questions 9 and 10 for Cohort 2). The teacher data was also consistent with the principal data in that the group function averages fell below the 4.0 (Frequently) threshold.

Table 13

Function 2 Teacher Response Means

Non-recognized schools	Question 9	Question 10	Question 11	Question 12	Question 13	Function 2 total
Cohort *M*	3.8	3.9	3.8	3.0	3.4	3.6
Cohort SD	.998	1.177	1.224	1.348	1.106	

Recognized schools	Question 9	Question 10	Question 11	Question 12	Question 13	Function 2 total
Cohort *M*	4.1	4.2	3.9	3.3	3.4	3.8
Cohort SD	1.012	.881	.972	1.307	1.239	

Table 14 consists of individual item means and an overall group mean for the Supervise and Evaluate Instruction Function. Principal responses from the non-recognized cohort indicated that, on average, they frequently demonstrated behaviors described in Questions 14, 17 and 18. Principals from Cohort 2 indicated that they demonstrate behaviors described in Questions 14, 16, and 17. Interestingly, both groups of principals reported that they "*point out specific strengths in teachers' instructional practices during post-observation conferences*". In fact, the 8 principals from recognized schools indicated unanimously that they "almost always" do so. However, principals from non-recognized schools also indicated that they *"point out specific weaknesses"* at a higher rate (4.6) than principals from cohort 2 (3.8). Nevertheless, both groups scored at or above the 4.0 threshold for Function 3 as a whole.

Table 14

Function 3 Principal Response Means

Non-recognized schools	Question 14	Question 15	Question 16	Question 17	Question 18	Function 3 total
Cohort *M*	4.1	3.1	3.4	4.7	4.6	4
Cohort SD	.690	1.345	.976	.488	.787	
Recognized schools						
Cohort *M*	4.4	3.4	4	5	3.8	4.1
Cohort SD	.518	.916	.535	.000	.886	

Table 15 consists of teacher responses for Function 3, Supervise and Evaluate Instruction. For the non-recognized schools cohort, the mean score for Question 17 met the 4.0 threshold, but the overall mean score for Function #3 fell well below 4.0. Recognized schools' principals scored slightly higher on average, with Question 17 and 18 meeting the "frequently" threshold. Despite the difference in mean scores between cohorts, recognized schools also scored below 4.0 for Function 3 in its entirety. Contrary to principal self-reporting, teachers indicated that principals in recognized schools, *"pointed out specific weaknesses"* at a higher rate on average.

Table 15

Function 3 Teacher Response Means

Non-recognized schools	Question 14	Question 15	Question 16	Question 17	Question 18	Function 3 total
Cohort *M*	3.6	3.0	2.9	4.0	3.6	3.4
Cohort SD	1.133	1.142	1.217	1.222	1.070	

Recognized schools	Question 14	Question 15	Question 16	Question 17	Question 18	Function 3 total
Cohort *M*	3.8	3.3	3.0	4.3	4.0	3.7
Cohort SD	.993	1.262	1.273	.914	1.007	

Table 16 consists of individual item means and an overall group mean for Function 4, Coordinate the Curriculum. Principals from non-recognized schools indicated that they frequently *"draw upon the results of school-wide testing when making curricular decisions"* (Question 20). Nevertheless, mean scores for

Questions 19, 21, 22, 23, and the overall group mean for Function 4, fell below the 4.0 threshold.

Mean scores in the recognized schools cohort indicated that principals reported that they were demonstrating behaviors described in Questions 20 and 21, *"draw upon the results of school-wide testing when making curricular decisions"* and *"monitor the classroom curriculum to see that it covers the school's curricular objectives."* In fact, the mean score for Question 20 was .5 higher for this cohort. Overall, the group average for Function 4 fell just below the 4.0 threshold.

Table 16

Function 4 Principal Response Means

Non-recognized schools	Question 19	Question 20	Question 21	Question 22	Question 23	Function 4 total
Cohort *M*	3.9	4	3.3	3.6	3.6	3.7
Cohort SD	.690	.816	1.254	.976	1.397	

Recognized schools	Question 19	Question 20	Question 21	Question 22	Question 23	Function 4 total
Cohort *M*	3.8	4.5	4	3.9	3.4	3.9
Cohort SD	1.035	.535	.535	.641	.518	

Table 17 provides an overview of teacher responses for Function 4, Coordinate the Curriculum. Teachers in both cohorts, on average, were in agreement with their principals on Question 20. Overall mean scores for this

function were lower than the principals' self-reported scores, with both groups falling below the threshold, at 3.6.

Table 17

Function 4 Teacher Response Means

Non-recognized schools	Question 19	Question 20	Question 21	Question 22	Question 23	Function 4 total
Cohort *M*	3.8	4.0	3.3	3.6	3.2	3.6
Cohort SD	1.151	1.119	1.178	1.207	1.153	
Recognized schools						
Cohort *M*	3.6	4.0	3.4	3.8	3.3	3.6
Cohort SD	1.129	1.028	1.199	1.113	1.138	

Table 18 summarizes the means for principal responses in Function 5, Monitor Student Progress. Individual item and overall mean scores for non-recognized school principals were all below the 4.0 threshold. In contrast, the recognized schools' cohort had three items, Questions 25, 26, and 27, that indicated frequent behavior. Respectively, these questions asked the principals if they, *"discuss academic performance results with the faculty to identify curricular strengths and weaknesses", "use tests and other performance measures to assess progress toward school goals", and Inform teachers of the school's performance results in written form."* The overall mean score for Function 5 met the 4.0 threshold, indicating that as a group, the principals from

recognized schools perceived themselves and frequently demonstrating the behaviors included in this function.

Table 18

Function 5 Principal Response Means

Non-recognized schools	Question 24	Question 25	Question 26	Question 27	Question 28	Function 5 total
Cohort *M*	3.6	3.6	3.7	3.9	2.7	3.5
Cohort SD	.535	.535	.951	.900	1.254	
Recognized schools						
Cohort *M*	3.6	4	4.1	4.5	3.5	4.0
Cohort SD	.744	.535	.354	.756	.756	

Table 19 consists of teacher response means for Function 5, Monitor Student Progress. Item means for Question 27 for both cohorts met the 4.0 threshold. This question asked principals if they, "*inform teachers of the school's performance results in written form (eg., in a memo or newsletter).*" The recognized schools' mean score for Question 26, "*Use tests and other performance measures to assess progress towards schools goals,*" fell just below the "frequently" threshold at 3.9 However, overall teacher response means for both groups indicated that principal behaviors in Function 5 were not occurring frequently.

Table 19

Function 5 Teacher Response Means

Non-recognized schools	Question 24	Question 25	Question 26	Question 27	Question 28	Function 5 total
Cohort *M*	3.1	3.4	3.8	4.0	3.1	3.5
Cohort SD	1.105	1.161	1.091	1.180	1.140	
Recognized schools	Question 24	Question 25	Question 26	Question 27	Question 28	Function 5 total
Cohort *M*	3.0	3.6	3.9	4.0	3.2	3.5
Cohort SD	1.079	1.060	1.033	1.052	1.371	

Table 20 provides mean scores for principal responses to questions related to Function 6, Protect Instruction Time. For non-recognized schools, principal responses to Questions 29, 31, and 32 indicated that they frequently, *"limit interruptions of instructional time by public address announcements," "ensure that tardy and truant students suffer specific consequences for missing instructional time,"* and *"encourage teachers to use instructional time for teaching and practicing new skills and concepts."* Recognized school principals had comparable responses to Questions 29 and 32, and also indicated in Question 33 that they frequently, *"limit the intrusion of extra- and co-curricular activities on instructional time."* Overall group averages indicated that principals from both cohorts perceived that they frequently demonstrated behaviors in Function 6.

Table 20

Function 6 Principal Response Means

Non-recognized schools	Question 29	Question 30	Question 31	Question 32	Question 33	Function 6 total
Cohort *M*	4.6	3.1	4.4	4.3	3.9	4.1
Cohort SD	.787	1.069	.535	.756	.378	
Recognized schools						
Cohort *M*	4.5	3.6	3.6	4.4	4.1	4.1
Cohort SD	.756	1.061	1.188	.744	.835	

Table 21 reflects the teachers' responses for Function 6, Protect Instruction Time. Teachers in non-recognized schools felt that only item 32 was practiced frequently by their principals, while those in recognized schools agreed with their principals that items 29 and 32 were practices frequently exhibited. However, in contrast to principal responses, overall mean scores for teachers in both cohorts indicated that behaviors in Function 6 were not practiced frequently by their principals.

Table 21

Function 6 Teacher Response Means

Non-recognized schools	Question 29	Question 30	Question 31	Question 32	Question 33	Function 6 total
Cohort *M*	3.8	3.1	3.5	4.2	3.6	3.7
Cohort SD	1.169	1.181	1.210	.847	1.157	

Recognized schools	Question 29	Question 30	Question 31	Question 32	Question 33	Function 6 total
Cohort *M*	4.2	3.4	3.0	4.1	3.8	3.7
Cohort SD	1.003	1.229	1.257	.923	1.046	

Table 22 reflects individual item means and an overall group mean for principal responses in Function 7, Maintain High Visibility. All mean scores for non-recognized school principals indicated that these behaviors were not undertaken frequently, although the mean score for Question 34 fell just below the threshold at 3.9. In contrast, principals of recognized schools perceived themselves as frequently exhibiting behaviors represented by Questions 34, 35, 36, and 37. These questions asked if the principals, *"take time to talk informally with students and teachers during recess and breaks," visit classrooms to discuss school issues with teachers and students," "attend/participate in extra- and co-curricular activities," and "cover classes for teachers until a late or substitute teacher arrives."* The overall mean score for all questions also indicated that principals of recognized schools felt that they were demonstrating behaviors frequently in Function 7.

Table 22

Function 7 Principal Response Means

Non-recognized schools	Question 34	Question 35	Question 36	Question 37	Question 8	Function 7 total
Cohort *M*	3.9	3.4	3.4	3.6	2.4	3.3
Cohort SD	.900	.535	1.272	.535	.787	

Recognized schools	Question 34	Question 35	Question 36	Question 37	Question 8	Function 7 total
Cohort *M*	4.9	4.5	4	4	3.3	4.1
Cohort SD	.354	.756	.756	1.069	1.488	

Table 23 reflects the individual item and group means for teacher responses in Function 7, Maintain High Visibility. According to teacher perceptions from both cohorts, there were no individual items that noted a behavior carried out frequently by their principals, although teacher means for Cohort 2 for Questions 34 and 36 fell just below the threshold at 3.9. Subsequently, the group mean for both groups fell well below the threshold of 4.0.

Table 23

Function 7 Teacher Response Means

Non-recognized schools	Question 34	Question 35	Question 36	Question 37	Question 38	Function 7 total
Cohort *M*	3.5	3.2	3.4	2.8	2.2	3.0
Cohort SD	1.198	1.146	1.073	1.450	1.057	
Recognized schools						
Cohort *M*	3.9	3.1	3.9	3.0	2.6	3.3
Cohort SD	1.133	1.223	1.062	1.532	1.409	

Table 24 summarizes principal responses for Function 8, Provide Incentives for Teachers. Individual item and overall group means are represented and indicate one area for both non-recognized and recognized cohorts that meet the 4.0 threshold. For both groups, item 40, "*compliment teachers privately for their efforts or performance,*" was cited by principals as a behavior that they

undertake frequently on average. The overall Function 8 mean scores fall below the threshold for both cohorts.

Table 24

Function 8 Principal Response Means

Non-recognized schools	Question 39	Question 40	Question 41	Question 42	Question 43	Function 8 total
Cohort *M*	3.6	4.1	3	3	3.1	3.4
Cohort SD	1.134	.690	.577	.577	1.069	
Recognized schools						
Cohort *M*	3.5	4.6	3	3	2.5	3.3
Cohort SD	.535	.518	.756	.535	1.069	

Table 25 summarizes teacher responses for Function 8, Provide Incentives for Teachers. All item mean scores and overall mean scores fell well below the 4.0 threshold for both cohorts and were quite similar.

Table 25

Function 8 Teacher Response Means

Non-recognized schools	Question 39	Question 40	Question 41	Question 42	Question 43	Function 8 total
Cohort *M*	3.3	3.6	2.8	3.0	2.9	3.1
Cohort SD	1.189	1.145	1.339	1.238	1.145	
Recognized schools						
Cohort *M*	3.5	3.7	2.8	3	2.8	3.2
Cohort SD	1.190	1.153	1.265	1.174	1.186	

Table 26 contains individual item and overall function means for principal responses for Function 9, Promote Professional Development. Principals from non-recognized schools responded at or above the 4.0 threshold for items 44 and 46. These items asked the principals if they "*ensure that in-service activities attended by staff are consistent with the school's goal,"* and *"obtain the participation of the whole staff in important in-service activities."* This cohort's mean score for Question 45 also fell just below the threshold at 3.9. Question 45 asked principals if they *"actively support the use in the classroom of skills acquired during in-service training."* Principals from recognized schools only met the threshold for Question 44, although the mean for Question 45 was 3.9, similar to Cohort 1. Neither groups' overall function mean met or exceeded 4.0.

Table 26

Function 9 Principal Response Means

Non-recognized schools	Question 44	Question 45	Question 46	Question 47	Question 48	Function 9 total
Cohort *M*	4.1	3.9	4	3.4	3.6	3.8
Cohort SD	.690	.900	.816	.535	1.134	
Recognized schools						
Cohort *M*	4	3.9	3.5	3.6	3.6	3.7
Cohort SD	.756	.641	.926	.744	1.061	

Table 27 contains means for teacher responses in Function 9, Promote Professional Development. Teacher responses from non-recognized schools indicated that behavior described in Question 45 was being conducted by their principals. Teacher means from recognized schools fell just below the threshold

for Questions 44 and 45. Overall function means for both cohorts fell below the "frequently" threshold.

Table 27

Function 9 Teacher Response Means

Non-recognized schools	Question 44	Question 45	Question 46	Question 47	Question 48	Function 9 total
Cohort *M*	3.8	4.0	3.8	3.1	3.3	3.6
Cohort SD	1.016	.831	1.079	1.037	1.318	
Recognized schools						
Cohort *M*	3.9	3.9	3.8	3.4	3.3	3.6
Cohort SD	1.021	.988	1.068	1.288	1.300	

Table 28 displays the individual item and overall function means for principal responses in Function 10, Provide Incentives for Learning. Principals in non-recognized schools responded on average above the 4.0 threshold for items 49 and 53. These questions asked if they *"recognize students who do superior work with formal rewards such as honor roll or mention in the principal's newsletter"* and *"support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class."* Principals of recognized schools noted that they frequently undertake behaviors described by items 49 and 53 as well. In addition, they felt that item 50 was practiced frequently as well. Question 50 asked if principals *"use assemblies to honor students for academic*

accomplishments or for behavior or citizenship." The overall function mean for cohort 2 fell just below the 4.0 threshold.

Table 28

Function 10 Principal Response Means

Non-recognized schools	Question 49	Question 50	Question 51	Question 52	Question 53	Function 10 total
Cohort *M*	4.4	3.4	3.1	3	4	3.6
Cohort SD	1.134	1.512	1.069	1.000	.816	
Recognized schools						
Cohort *M*	4.8	4	3.1	3.4	4	3.9
Cohort SD	.463	1.069	.991	.744	.535	

Table 29 lists means for teacher responses in Function 10, Provides Incentives for Learning. Teachers from non-recognized schools concurred with their principals' perception that item 49 was practiced frequently. In addition, the mean score for items 50 and 53 fell just below the 4.0 threshold. Teachers from recognized schools observed that their principals frequently exhibited behavior associated with item 49 as well. The function mean did not meet the 4.0 threshold for either cohort.

Table 29

Function 10 Teacher Response Means

Non-recognized schools	Question 49	Question 50	Question 51	Question 52	Question 53	Function 10 total
Cohort *M*	4.5	3.9	3.2	3.3	3.9	3.8
Cohort SD	.787	1.240	1.174	.898	1.047	

Recognized schools	Question 49	Question 50	Question 51	Question 52	Question 53	Function 10 total
Cohort *M*	4.4	3.5	3.0	3.0	3.8	3.6
Cohort SD	.858	1.314	1.194	1.101	1.098	

Research Question1

Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument (framing the school's goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning) are being demonstrated by principals of average needs, high-achieving, gap-closing middle schools in New York State, as perceived by teachers and principals?

As indicated in the preceding tables, principal group perceptions of their own leadership behavior at New York State recognized schools produced means that met the threshold for frequent behavior (4.0) in Functions 3, 5, 6, and 7 and individual items 4, 7, 8, 9, 10, 14, 16, 20, 21, 25, 26, 27, 29, 32, 33, 34, 35, 36, 37, 40, 44, 49, 50, and 53. Functions 3, 5, 6 and 7 are Supervises and Evaluates Instruction, Monitors Student Progress, Protects Instructional Time, and Maintains High Visibility, respectively. This represents approximately 40% of the 10 leadership functions and 50% of the 49 individual leadership behaviors measured by the instrument. In contrast, teachers at these same schools, as a

combined cohort, produced means that only met the threshold for Function 1, Frame the School Goals, and 12 individual items that included 4, 7, 8, 9, 10, 17, 18, 20, 27, 29, 32, and 49. This accounts for 10% of the 10 leadership functions, and 24% of the 49 individual leadership behaviors. Principal and teacher perceptions were in agreement on individual items 4, 7, 8, 9, 10, 20, 27, 29, 32, and 49.

Research Question 2

Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument are being demonstrated by principals of average needs, non-recognized, middle schools in New York State, as perceived by teachers and principals?

As indicated in the preceding tables, principals of non-recognized schools, on average, indicated that they were frequently exhibiting behaviors in leadership functions 1, 3, and 6. These functions are Frame the School Goals, Supervise and Evaluate Instruction, and Protect Instructional Time respectively, and represent 30% of the 10 leadership functions. Furthermore, when individual leadership behaviors within the functions were examined, principal means met the 4.0 threshold for 33% of individual items, including items 4, 7, 8, 9, 14, 17, 18, 20, 29, 31, 32, 40, 44, 46, 49, and 53. In contrast, teacher means from the non-recognized cohort only met the threshold for 8 of 49 (16%), roughly half that of their principals. The items were 4, 7, 17, 20, 27, 32, 45, and 49. No leadership

function means met the threshold. Principal and teacher perceptions were in agreement on individual items 4, 7, 17, 20, 32, and 49.

In summary, the descriptive data that is based on the perceptions of principals and teachers of both recognized and non-recognized schools indicated that principals are frequently exhibiting some, but by no means all, of the leadership behaviors that are measured by the PIMRS instrument. The data also indicated that, on average, principals of recognized schools are demonstrating the leadership behaviors measured in the PIMRS more frequently than principals of non-recognized schools. Although teachers, on average, indicated that there were fewer overall behaviors being demonstrated frequently, they were in agreement with their respective principals' data, in that they also perceived that principals of recognized schools demonstrated these behaviors more frequently.

Null Hypothesis 1

In order to address the first null hypothesis and related research questions, a one-way analysis of variance (ANOVA) was utilized to compare the mean scores of recognized and non-recognized schools, as well as the mean scores of teachers and principals of these schools. An alpha level (p) of .05 was set for this analysis. The first null hypothesis stated the following:

1. There will be no statistically significant differences in principal instructional leadership behavior, as perceived by principals and teachers, between recognized high achieving and non-recognized schools.

The first ANOVA output revealed that, based on $p < .05$, there were statistically significant differences between the recognized and non-recognized principals' mean scores for two items, Question 34 and 35. These items asked principals if they, *"Take time to talk informally with students and teachers during recess and breaks"* and *"Visit classrooms to discuss school issues with teachers and students,"* and were listed in Function 7, Maintains High Visibility. As is listed in Table 22, the mean score for recognized principals on Question 34 was 4.9, while non-recognized principal responses resulted in a mean score or 3.9, a full-point difference. For Question 35, recognized principals produced a mean of 4.5 and non-recognized principals produced a mean of 3.4, also over a full-point difference. Table 30 indicates the ANOVA output for Questions 34 and 35.

Table 30

ANOVA Recognized Versus Non-recognized Principals

	Sum of Squares	df	Mean Square	F	Sig.
Q34a					
Between Groups	3.868	1	3.868	8.772	.011
Within Groups	5.732	13	.441		
Total	9.600	14			
Q35a					
Between Groups	4.286	1	4.286	9.750	.008
Within Groups	5.714	13	.440		
Total	10.000	14			

The second ANOVA output revealed that, based on $p < .05$, there were statistically significant differences in teachers' mean scores for eight items. These items and their comparative mean scores are noted in Table 31.

Table 31

Recognized Versus Non-recognized Teacher Means

Item, (Function),Question	Recognized Cohort Mean	Non-recognized Cohort Mean
8 (1) *"Develop Goals that are easily understood and used by teachers in the school"*	4.2	3.8
10 (2) *"Discuss the school's academic goals with teachers at faculty meetings"*	4.2	3.9
18 (3) *"Point out specific weaknesses in teacher instructional practices in post-observation feedback"*	4.0	3.6
29 (6) *"Limit interruptions of instructional time by public address announcements"*	4.2	3.8
31 (6) *"Ensure that tardy and truant students suffer specific consequences for missing instructional time"*	3.0	3.5
34 (7) *"Take time to talk informally with students and teachers during recess and breaks"*	3.9	3.5
36 (7) *"Attend/participate in extra- and co-curricular activities"*	3.9	3.4
38 (7) *"Tutor students or provide direct instruction to classes"*	3.3	2.4

For the eight statistically significant differences in means, only Question 31 reflected a higher mean score for non-recognized schools. The ANOVA output for recognized vs. non-recognized teachers can be found in Table 32.

Table 32

ANOVA Recognized Versus Non-recognized Teachers

	Sum of Squares	df	Mean Square	F	Sig.
Q8a					
Between Groups	4.637	1	4.637	5.300	.023
Within Groups	152.221	174	.875		
Total	156.858	175			
Q10a					
Between Groups	4.313	1	4.313	4.210	.042
Within Groups	178.233	174	1.024		
Total	182.545	175			
Q18a					
Between Groups	4.788	1	4.788	4.483	.036
Within Groups	185.848	174	1.068		
Total	190.636	175			
Q29a					
Between Groups	6.470	1	6.470	5.614	.019
Within Groups	200.525	174	1.152		
Total	206.994	175			
Q31a					
Between Groups	14.797	1	14.797	9.656	.002
Within Groups	266.635	174	1.532		
Total	281.432	175			
Q34a					
Between Groups	5.881	1	5.881	4.371	.038
Within Groups	234.096	174	1.345		
Total	239.977	175			

	Sum of Squares	df	Mean Square	F	Sig.
Q36a					
Between Groups	7.539	1	7.539	6.628	.011
Within Groups	197.893	174	1.137		
Total	205.432	175			
Q38a					
Between Groups	9.105	1	9.105	5.580	.019
Within Groups	283.935	174	1.632		
Total	293.040	175			

Because statistically significant differences were found in both principal and teacher responses between recognized and non-recognized schools, the first null hypothesis must be rejected.

Null Hypothesis 2

The second null hypothesis stated the following:

2. There will be no statistically significant differences in perceived principal instructional leadership behavior between principals and teachers within each cohort.

In order to address the second null hypothesis, a one-way analysis of variance (ANOVA) was utilized to compare the mean scores of principals and teachers. An analysis was performed for both recognized and non-recognized cohorts. An alpha level (p) of .05 was set for this analysis.

The ANOVA output for principals and teachers from recognized schools indicated that, based on $p<.05$, there were statistically significant differences in the means for seven questions. For two questions, 6 and 12, the overall teacher mean was higher, while in the remaining five questions, the overall principal means were higher. These questions and the comparative mean scores are illustrated in Table 33. The ANOVA output results are listed in Table 34.

Table 33

Recognized Principal Versus Teacher Means

Item, (Function),Question	Recognized Principal Mean	Recognized Teacher Mean
6 (1) *"Use needs assessment or other formal and informal methods to secure staff input on goal development"*	2.6	3.6
12 (2) *"Ensure that the school's academic goals are reflected in highly visible displays in the school"*	2.3	3.3
16 (3) *"Conduct informal observations in classrooms on a regular basis"*	4.0	3.0
17 (3) *"Point out specific strengths in teachers' instructional practices in post-observation feedback"*	5.0	4.3
34 (7) *"Take time to talk informally with students and teachers during recess and breaks "*	4.9	3.9
35 (7) *"Visit classrooms to discuss school issues with teachers and students "*	4.5	3.1
40 (8) *"Compliment teachers privately for their efforts or performance"*	4.6	3.7

Table 34

ANOVA Recognized Principals Versus Teachers

	Sum of Squares	df	Mean Square	F	Sig.
Q6a					
Between Groups	7.286	1	7.286	6.652	.011
Within Groups	120.490	110	1.095		
Total	127.777	111			
Q12a					
Between Groups	7.572	1	7.572	4.539	.035
Within Groups	183.490	110	1.668		
Total	191.063	111			
Q16a					
Between Groups	7.286	1	7.286	4.743	.032
Within Groups	168.990	110	1.536		
Total	176.277	111			
Q17a					
Between Groups	4.072	1	4.072	5.209	.024
Within Groups	85.990	110	.782		
Total	90.062	111			
Q34a					
Between Groups	6.868	1	6.868	5.676	.019
Within Groups	133.096	110	1.210		
Total	139.964	111			
Q35a					
Between Groups	13.849	1	13.849	9.635	.002
Within Groups	158.115	110	1.437		
Total	171.964	111			
Q40a					
Between Groups	6.731	1	6.731	5.336	.023
Within Groups	138.760	110	1.261		
Total	145.491	111			

The ANOVA output for principals and teachers in non-recognized schools indicated that there was a statistically significant difference in means for only one question. Question 18, asked principals if they *"Point out specific weaknesses in teacher instructional practices in post-observation feedback."* The principals' mean score was 4.6, while the teachers' mean score was 3.6. The ANOVA output is indicated in Table 35.

Table 35

ANOVA Non-recognized Principals Versus Teachers

	Sum of Squares	df	Mean Square	F	Sig.
Q18a					
Between Groups	6.055	1	6.055	5.483	.022
Within Groups	85.034	77	1.104		
Total	91.089	78			

Because the ANOVA outputs indicated statistically significant differences for the mean scores of principals and teachers, in both recognized and non-recognized schools, the second null-hypothesis must also be rejected.

Summary

The purpose of this study was to determine which of the 10 leadership functions contained in the PIMRS, as identified by Hallinger (1983), are demonstrated by principals at New York State Department of Education recognized gap closing and high achieving middle schools, as compared to principals at non-recognized schools.

The first part of this chapter described the sample, and can be found in Tables 5 through 9. The second part of the chapter presented the results of descriptive statistics, including means and standard deviations, which were derived from principal and teacher responses to the PIMRS and were used to answer Research Questions 1 and 2. These results can be found in Tables 10 through 29. Results indicated, that based on principals' perception of their own behavior, certain leadership functions were being demonstrated. For principals of recognized schools, these were 3, 5, 6, and 7, representing 4 of the 10 functions. Principals of non-recognized schools indicated that they were exhibiting behaviors at a frequent rate for Functions 1, 3, and 6. Both groups indicated that they were regularly demonstrating leadership behavior in several individual categories. Recognized principals reported 24 individual behaviors at the 4.0 threshold, as compared to 12 for non-recognized principals.

Teachers from recognized schools, as a cohort, perceived that their principals were only frequently demonstrating leadership behavior in Function 1 and 12 individual behaviors. Teachers from-non recognized schools did not report that any of the functions met the 4.0 threshold, but did indicate that 8 individual behaviors were being perceived frequently.

In order to address the two null hypotheses and associated research questions associated with this study, several ANOVA outputs were analyzed. This data can be found in Tables 30 through 35. Both Null Hypothesis 1 and 2 were rejected because there were statistically significant differences found in

perceptions between recognized and non-recognized cohorts, and within cohorts between principals and teachers. Principal and teacher responses from both cohorts resulted in statistically significant differences in means for 2 and 8 items respectively. Within each cohort, significant differences were revealed for principal and teacher perceptions. There were seven items for the recognized cohort and one item for the non-recognized cohort.

Chapter V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this chapter, the study and foundational research questions are summarized and conclusions are drawn. A discussion of the study's potential implications and suggestions for further research are also presented.

Summary

The purpose of this study was to determine which of the 10 leadership functions contained in the PIMRS, as identified by Hallinger (1983), are demonstrated by principals at New York State Department of Education recognized gap closing and high achieving middle schools, as compared to principals at non-recognized schools.

This study investigated the instructional leadership behaviors of middle school principals, as perceived by teachers and the principals themselves. Two descriptive data questions were addressed:

1. Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument (framing the school's goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning) are being demonstrated by

principals of average needs, high-achieving, gap-closing middle schools in New York State, as perceived by teachers and principals?

2. Which of the 10 principal instructional leadership job functions identified by the PIMRS instrument are being demonstrated by principals of average needs, non-recognized, middle schools in New York State, as perceived by teachers and principals?

The following two null hypotheses were also tested as part of this study:

1. There will be no statistically significant differences in principal instructional leadership behavior, as perceived by principals and teachers, between recognized high achieving and non-recognized schools.

2. There will be no statistically significant differences in perceived principal instructional leadership behavior between principals and teachers within each cohort.

Thus, two research questions were addressed in relation to the null hypotheses:

1. Will there be statistically significant differences in teacher-perceived principal instructional leadership behavior between recognized and non-recognized schools?

2. Will there be statistically significant differences between teacher and principal perceptions of the principal's instructional leadership behavior?

Sixteen average needs middle schools from throughout New York State participated in this study. Cohort 1 consisted of eight state-recognized high-

achieving schools, and Cohort 2 consisted of seven non-recognized schools. A total of 191 middle-level educators participated in this study by completing the survey instrument, including 15 principals and 176 teachers. The teachers and principals completed the Principal Instructional Management Rating Scale PIMRS) developed by Hallinger (1983). This instrument asked the individuals to choose a descriptor (Almost never, Seldom, Sometimes, Frequently, Almost always) which best described the demonstration of a specific instructional leadership behavior by the principal.

Data collected from the completed surveys was analyzed using basic descriptive statistics such as means and standard deviations, as well as one-way analysis of variance (ANOVA). This analysis indicated that both principals and teachers perceived that certain leadership behaviors were being demonstrated. However, the number of behaviors varied between and within cohorts, and did not represent the majority of the leadership functions. In regards to the null hypotheses, there were statistically significant differences found between some means for the two cohorts, as well as between principals and teachers. Nevertheless, these differences were not found in the majority of leadership functions.

Discussion

School leadership has become a priority in education policy agendas both nationally and internationally, as it has been widely accepted that it plays a key role in improving school performance by motivating teachers, as well as

influencing the school climate (Pont, Nusche, & Moorman, 2008). "Schools are often long shadows of their principals. The school looks and feels like its leader" (Rooney, 2009, p. 89). It is therefore imperative that middle school principals have a knowledge and understanding of what it means to be an instructional leader. This research has focused on the 10 instructional leadership functions that are evaluated by the PIMRS. This survey instrument provides principal performance levels on job functions associated with principal leadership in effective schools. The 10 subscales consist of: framing the school's goals, communicating the school's goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, and promoting professional development and providing incentives for learning (Hallinger & Murphy, 1987).

Given the scope of responsibilities carried out by principals and identified by the literature, it is appropriate to say that balance must be maintained. For example, the function of "coordinating the curriculum" is well phrased by Hallinger. The principal need not be the expert in a specific curricular area, but rather show genuine interest in, have knowledge of, and remove barriers to those whose function is to provide the expert professional development in this domain.

For the purposes of this study, the researcher established 4.0 as the threshold mean for consistent (frequently or almost always) demonstration of the specific behavior or behavior function. On the survey instrument's five-point

scale, the response of "frequently" was equivalent to a score of four when calculating the mean.

The first research question sought to identify the leadership behaviors being demonstrated by principals of New York State identified high-achieving schools. Principals indicated that they perceived themselves as frequently demonstrating 4 of 10 leadership functions, and 24 of 49 individual leadership behaviors. This suggests that principals are aware of the importance of instructional leadership for the success of their schools, and are attempting to demonstrate these behaviors consistently in at least four of the leadership functions. These functions included: 3. Supervises and Evaluates Instruction; 5. Monitors Student Progress; 6. Protects Instructional Time; 7. Maintains High Visibility.

Teachers from recognized schools, on average, perceived that their principals were frequently demonstrating instructional leadership behavior described by 12 individual survey items and only one leadership function overall. This function was, 1. Frame the School Goals, which was not a function indicated as occurring frequently by the principals themselves. 10 of the 12 individual items with means of 4.0 rated by teachers, were also items with means of 4.0 rated by principals, indicating that at least for these 10 behaviors, both groups were in agreement.

The second research question sought to identify the instructional leadership behaviors being demonstrated by principals of New York State non-

recognized schools. The principals themselves perceived that they were demonstrating behavior frequently on 16 of 49 individual items and three functions. The functions included: 1. Frame the School Goals; 3. Supervise and Evaluate Instruction; 6. Protect Instructional Time. Functions 3 and 6 were also functions meeting the 4.0 threshold for principals of recognized schools.

Teachers from non-recognized schools, on average, rated their principals at the 4.0 level for only eight individual items, and indicated that none of the leadership functions were being demonstrated frequently. Nevertheless, six of the eight individual items matched behaviors indicated by the principals in this cohort.

The first null hypothesis stated that there will be no statistically significant differences in principal instructional leadership behavior, as perceived by principals and teachers, between recognized high achieving and non-recognized schools. As was stated previously, this null hypothesis was rejected on the basis that statistically significant differences were found between the two cohorts for both principal and teacher means. Principal means differed on two questions within Function 7 (Maintain High Visibility) that were concerned with talking informally with students and teachers, and informally visiting classrooms. The importance of principal presence and visibility throughout the school has been well-established as being a key to successful schools (Black, 1997; Cotton, 2003; Whitaker, 2003). In fact, students have reported that principals who were visible

and approachable positively influenced their academic achievement (Gentilucci & Muto, 2007).

Teacher means between cohorts differed on eight individual items (see Table 31). For only one of these items, Question 31 in Function 6 (Protect Instructional Time), was the difference in favor of the non-recognized cohort. This question asked teachers if their principals ensured that students received consequences for tardiness and truancy. Marzano, Waters and McNulty (2005) cited protecting instructional time from interruptions as a primary role of the principal.

For the remaining seven items, recognized principals were assigned higher means than non-recognized principals. Questions 8 and 10 related to Functions 1 and 2, or developing easily understood school goals and communicating these goals to teachers at faculty meetings. Hallinger and Heck (1996) and Robinson (2007) found that establishing school goals and maintaining a mission were the most important mediating factors for successful schools.

Question 18 fell under Function 3, supervising and evaluating instruction, and asked teachers if their principals pointed out specific instructional weaknesses during post-observation feedback. Because the quality of instruction has been noted as being one of the most important factors, if not the most important, in student achievement, it is imperative that the principal observe teachers both formally and informally on a frequent basis. Furthermore, quality feedback on both teacher strengths and weaknesses must be provided after

such observations (Larsen, 1987; Sagor, 1992; Stronge, Richard & Catano, 2008).

Means for Question 29 in Function 6 (Protects Instructional Time), indicated that recognized principals were more frequently limiting interruptions by public address announcement during instructional time. This is specifically noted by Marzano, Waters and McNulty (2005), as an important example of protecting students and teachers from undue distractions.

Questions 34, 36, and 38 all related to Function 7 (Maintain High Visibility). They asked teachers about their principals' formal and informal interactions with students and staff. This appears to be an area where teachers and principals of recognized schools agreed, as they both produced means that were higher than the non-recognized cohort. Presumably, the principals in this group understand and value the importance of being visible, through interacting with students and staff.

The second null hypothesis stated that there would be no statistically significant differences between principal and teacher perceptions within each cohort. This null hypothesis was also rejected because statistically significant differences in the means were found. For the recognized cohort, there were 7 of 49 individual items where these differences were indicated. For two questions, 6 and 12, the overall teacher mean was higher, while in the remaining five questions, the overall principal means were higher. Question 6 related to using needs assessment to gather input from staff on school goals. Question 12 dealt

with visible displays of the school's academic goals. Questions 16 and 17 fell under Function 3 (Supervise and Evaluate Instruction), and related to the frequency of the principals' informal observations, as well as pointing out specific strengths of the teacher after observations. It should be noted that although that the teacher mean for Question 17 was lower (4.3) than the principal mean (5.0), it nevertheless met the "frequently" threshold.

Questions 34 and 35, in Function 7 (Maintain High Visibility), asked if principals informally talked to students and staff, and visited the classrooms to discuss issues with students and staff. This difference in teacher and principal perception on these two items explains the overall difference in mean scores between these two groups for Function 7.

Question 40, in Function 8 (Provide Incentives for Teachers), indicated a difference in principal and teacher mean scores. This question asked if principals privately complimented teachers for their efforts or performance.

Analysis of the data for the non-recognized cohort revealed only one individual item that had statistically significant differences between principal and teacher mean scores. Question 1 asked if principals pointed out specific weaknesses in teacher instruction during post-observation feedback.

Neither principal nor teacher perceptions from either cohort indicated that the majority of instructional leadership behaviors were being demonstrated "frequently". Although recognized principals' perceptions were closest to that milestone, meeting the 4.0 threshold for 40% of functions and 50% of individual items, as compared to non-recognized principals at 10% and 24% respectively.

Statistical trends in teacher perceptions followed suit, although overall, their mean scores were lower. Recognized teachers' perceptions indicated frequent principal behavior for 10% of functions and 24% of individual items, as compared to non-recognized teachers at 0% and 16% respectively. The fact that the majority of these behaviors are not being demonstrated is contrary to what the literature indicates is vital for school success as measured by student academic achievement (Cotton, 2003; Kochamba & Murray, 2000; Little & Little, 2001; Marzano, Waters & McNulty, 2005; Stronge, Richard, & Catano, 2008). The fact that the study found differences in teacher and principal perceptions of certain leadership behaviors is not surprising, considering the human dynamic that is present in all work environments, and supports the findings of others such as Litchka (2003).

Implications

The implications for this study support a continued examination and discussion of perceived principal instructional leadership behavior in New York State middle schools and its impact on student academic achievement. Middle school education is garnering increasing attention and recognition as a distinctive developmental and educational period for adolescents in New York State and throughout the nation. This research will add to the literature base which is rich in resources regarding school leadership in general, but lacking specifically in the area of middle school leadership and its relationship to student achievement.

In this research, the data clearly indicated that the majority of individual leadership behaviors and overall leadership functions measured by the PIMRS were not being demonstrated by middle school principals within the surveyed population. However, there were statistically significant differences in perceived principal behavior between the two cohorts, with recognized principals having a greater number of items and functions meeting the 4.0 threshold. This may have direct implications for professional practice, and reinforce the belief that effective principals do many things that other principals do not (Whitaker, 2003). It is important to note that the behaviors measured as part of this study are neither abstract nor unattainable. On the contrary, they are based on years of research regarding what works in educational administration. As states such as New York enter the second decade of the new millennium, school districts will continue to address the needs of state-identified struggling schools through the hiring of principals who have been shown to consistently demonstrate many of these behaviors.

The data also indicated statistically significant differences between teacher and principal perceptions of the principals' behavior, especially in the recognized schools cohort. This incongruence is not surprising, and is consistent with other survey-based studies (Litchka, 2003; NASSP, 2006). Nevertheless, it reinforces the need for contemporary principals to reject isolation and to embrace the concepts of collaboration, shared or distributed leadership, and professional learning communities. Professional learning communities are characterized by

efforts to ensure that all students learn, a culture of collaboration, and a focus on measurable results (Dufour, 2004).

Recommendations for Further Research

In considering this perceptual investigation of principals and teachers of instructional leadership behavior in New York State recognized and non-recognized middle schools, the researcher suggests the following ideas for future study:

1. Although this study demonstrated principal and teacher perceptions of the principals' leadership, it did not allow for participants to explain or elaborate their answers. Future research could combine both quantitative and qualitative procedures in a mixed-method study.

2. Although the two cohorts used for this study were both from average-needs schools throughout New York State to minimize the impact of demographics and other factors on the data, future research could compare schools in other similar schools groups, or across different groupings such as rural, suburban, and urban, or low needs, average needs, and high needs.

3. Future research could explore differences in teacher and principal perception based on a variety of demographic factors, such as race, gender, and years of experience.

4. Future research could explore the perceptions of students of their principals' leadership behavior using an age-appropriate survey instrument.

5. Future research could examine responses from teachers and principals at individual schools, using a case study method.

6. Future research could use different criteria, such as Blue Ribbon Schools or Schools to Watch, in selecting the population to be surveyed.

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Appendix A

The Six Roles of the Principal (Little & Little, 2001)

Role 1: The Exemplary Middle School Principal *as a Person*	
Characteristic 1	Builds confidence and inspires others
Characteristic 2	Has effective oral, written, listening, and interpersonal skills
Characteristic 3	Generates enthusiasm
Characteristic 4	Possesses high energy, good humor, and a relentlessly positive nature
Characteristic 5	Has a sense of humor
Role 2: The Exemplary Middle School Principal *as a Visionary*	
Characteristic 6	Has a clear vision of a great school
Characteristic 7	Possesses the will and desire to go after that vision
Characteristic 8	Has a philosophy and a set of beliefs that provide goals, objectives, and an agenda
Characteristic 9	Is able to articulate his/her philosophy and vision to others, including parents
Characteristic 10	Has the ability to persuade and lead others to support a vision of education for young adolescents that becomes the driving force for the school
Characteristic 11	Is committed to developmentally responsive middle-level education
Characteristic 12	Holds high academic goals for every student
Characteristic 13	Is a dynamic force for the middle school concept
Role 3: The Exemplary Middle School Principal *as an Instructional Leader*	
Characteristic 14	Is thoroughly knowledgeable about middle-level curriculum, programs, and practices
Characteristic 15	Understands the unique nature of young adolescent learners
Characteristic 16	Possesses the skills necessary for effective instructional leadership
Characteristic 17	Is capable of engaging the school's faculty in the continuous process of middle school improvement
Characteristic 18	Promotes continuous staff development via one's own example and by supporting relevant workshops, study groups, and attendance at conferences
Role 4: The Exemplary Middle School Principal *as a Leader of an Educational Organization*	
Characteristic 19	Exhibits leadership

Characteristic 20	Is able to inspire teachers to go beyond the expected
Characteristic 21	Is supportive of the teachers
Characteristic 22	Is accessible to the staff
Characteristic 23	Is highly visible to faculty and students-in the hallways, classrooms, lunchroom, and elsewhere
Role 5: The Exemplary Middle School Principal *as a Manager*	
Characteristic 24	Is knowledgeable and effective in planning and budgeting
Characteristic 25	Possesses the ability to identify, hire, motivate, and evaluate staff members who have the "right stuff" for middle school
Characteristic 26	Is able to get the job done
Role 6: The Exemplary Middle School Principal *as School-Community Facilitator*	
Characteristic 27	Has faculty, students, parents, and the community buy into the idea that "This is our school"
Characteristic 28	Is sensitive to the needs of a racially and culturally diverse school and community population
Characteristic 29	Has the capacity to deal effectively with parents of gifted students and others who may challenge the mission of the school

Appendix B

26 Principal Behaviors Contributing to Student Achievement (Cotton, 2003)

1. Provides a safe and orderly school environment	2. Establishes visions and goals that are focused on high levels of student learning
3. Has high expectations for student achievement	4. Possesses self-confidence, responsibility, and perseverance
5. Is visible and accessible	6. Fosters a positive and supportive school climate
7. Communicates and interacts with all groups in the school community	8. Provides emotional and interpersonal support to students and staff
9. Conducts regular parent and community outreach and involvement	10. Makes use of rituals, ceremonies, and other symbolic actions
11. Shares leadership and decision making and empowers staff	12. Collaborates and encourages collaboration among staff
13. Actively involved in the curricular and instructional life of their schools	14. Focuses on high levels of student achievement
15. Continuous push for improvement	16. Discusses instructional issues with staff
17. Frequently observes classrooms and provides feedback	18. Allows for teacher autonomy
19. Supports risk taking	20. Provides professional development opportunities and resources
21. Protects instructional time	22. Monitors student progress and shares findings
23. Uses student data for program improvement	24. Recognizes student and staff achievement
25. Models the behavior expected from student and staff	26. Avoids imposing tight administrative control

Appendix C

Principal Behaviors and Student Achievement Correlations (Marzano, Waters, & McNulty, 2005)

Responsibility	The Extent to Which the Principal...	Average *r*
Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.19
Change Agent	Is willing to challenge the status quo	.25
Contingent Rewards	Recognizes and rewards individual accomplishments	.24
Communication	Establishes strong lines of communication with and among students and teachers	.23
Culture	Fosters shared beliefs and a sense of community and cooperation	.25
Discipline	Protects teachers from issues and influences that would detract from their teaching	.27
Flexibility	Adapts his/her leadership behavior to the needs of the current situation and is comfortable with dissent	.28
Focus	Establishes clear goals and keeps those goals in the forefront	.24
Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22
Input	Involves teachers in the design and implementation of important decisions and policies	.25
Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practice	.24
Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction and assessment practices	.20
Knowledge of Curriculum, Instruction, and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	.25
Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27
Optimizer	Inspires and leads new and challenging innovations	.20
Order	Establishes a set of standard operating procedures and routines	.25
Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27

Relationships	Demonstrates and awareness of the personal aspects of teachers and staff	.18
Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25
Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33
Visibility	Has quality contact and interactions with teachers and students	.20

Appendix D

Letter Granting Permission to Use the Instrument

July 27, 2009

Brendan Lyons:

Dear Mr. Lyons:

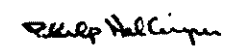
As copyright holder and publisher, you have my permission as publisher to use the *Principal Instructional Management Rating Scale* (*PIMRS*) in your doctoral research study. In using the scale, you may make unlimited copies of any of the three forms of the PIMRS.

Please note the following conditions of use:

1. This authorization extends only to the use of the PIMRS for research purposes, not for general school district use of the instrument for evaluation or staff development purposes;
2. The user will include reliability analysis in the study;
3. The user agrees to send a soft copy of the completed study to the publisher upon completion of the research.

Please be advised that a separate *permission to publish* letter, needed by UMI for publication of the instrument in your dissertation, will be sent after the publisher receives a soft copy of the completed study.

Sincerely,



Professor Philip Hallinger
7250 Golf Pointe Way
Sarasota FL, 34243
Hallinger@gmail.com

Appendix E

Letter of Solicitation to Superintendents

Dear (Superintendent's name),

My name is Brendan Lyons and I am the Principal of Arlington Middle School in Poughkeepsie, N.Y. I am also a doctoral student at Seton Hall University, and currently beginning my research for my dissertation. The purpose of my study, which will take place in fall/winter 2009, is to examine the potential relationship between perceived principal instructional leadership behavior and student academic achievement. I will be comparing instructional leadership behavior between middle schools that were recognized by New York State as "High-achieving/Gap-closing" and schools that did not receive this recognition. As a subsidiary question, I will also be examining any differences in perceived behavior between principals and teachers.

I am requesting your participation because a school in your district meets the criteria for one of these two groups for the 2007-2008 school year. The data that will be collected will be from teacher and principal completed surveys from the middle school in your district. **As this data is based on student performance from 2007-2008, one condition that must be met for participation in the study is that the current principal must have been the principal since 2006-2007.**

Participation would include:

- Principals completing a 15 minute on-line survey (The Principal Instructional Management Rating Scale) that assesses their perceptions of their own instructional leadership behavior.
- Teachers taking a nearly identical on-line survey that assesses their perceptions of the principal's instructional leadership behavior.

All information will remain completely confidential and will be coded so as to ensure anonymity. I will only access the information through a coded system and will not be able to match the data to your specific school district or school. The data will be stored in digital form on a USB memory key, which will be kept in a secure location at all times.

At the conclusion of my research, I will gladly provide you with a copy of the results, including the data summary and analysis.

If you would be interested in your district participating, please respond to this e-mail stating your willingness to do so. I will then send you an official hard copy consent letter for your signature. I do need **at least** 20 schools throughout New York State to participate, and will need at least 30% of your middle school teachers to participate. Their data will be anonymous.

I hope you will consider being part of this study. I believe that it has the potential to help all of us learn more about our behaviors as principals and possible connections to student achievement.

Thank you for considering this invitation, and please do not hesitate to ask me any questions. Response to this e-mail does not obligate you to participate.

Sincerely,

Brendan Lyons

Appendix F

Letter of Consent to Superintendents

Dear (Superintendent's name):

Thank you for agreeing to allow the middle school principal and teachers at (Name of school) to participate in my research study on perceived principal instructional leadership behavior and student academic achievement. This study is the basis of my dissertation, which I am completing in my pusuit of a doctoral degree in educational administration and supervision from Seton Hall University.

Research indicates that the instructional leadership behaviors of the principal are considered to be a critical aspect for the success of middle level schools. This study seeks to identify and compare these behaviors at a sampling of New York State middle schools through the administration of a survey instrument. The survey to be used (Principal Instructional Management Rating Scale) was developed by Dr. Phillip Hallinger and has been utilized in over 100 studies around the world. The survey consists of 50 questions and can be completed in approximately 15-20 minutes.

The decision to participate is entirely yours and will not effect your current or future relations with Seton Hall University. Once again, the survey is completely anonymous and the date coded. No identifying information will be reported. No information will be used in any published report that would make it possible to identify a subject.

The researcher will store all data on a USB memory key that will be kept in a secure location when not in use. After five years, all raw data will be destroyed.

There are no risks associated with this study, and benefits may include the satisfaction that accompanies being involved in research that helps to identify specific leadership behaviors associated with increased student academic achievement.

Thank you once again. Please sign and date as indicated below and return in the enclosed self-addressed and stamped envelope.

Sincerely,

Brendan Lyons

Superintendent's Signature_____ Date_____

Appendix G

Principal Letter of Participation

Dear Colleague,

My name is Brendan Lyons and I am the Principal of Arlington Middle School in Poughkeepsie, N.Y. I am also a doctoral student at Seton Hall University, and currently beginning my research for my dissertation. The purpose of my study, which will take place in fall/winter 2009, is to examine the potential relationship between perceived principal instructional leadership behavior and student academic achievement. I will be comparing instructional leadership behavior between middle schools that were recognized by New York State as "High-achieving/Gap-closing" and schools that did not receive this recognition. As a subsidiary question, I will also be examining any differences in perceived behavior between principals and teachers.

I am requesting your participation because your school, (name of school), met the criteria for one of these two groups for the 2007-2008 school year, and your superintendent has given permission for you and your teachers to take part in the study. The data that will be collected will be from teacher and principal completed surveys from your middle school. **As this data is based on student achievement for the 2007-2008 school year, one condition that must be met is that you have been the principal since the 2006-2007 school year.**

Participation would include the completion of a 15 minute on-line survey (The Principal Instructional Management Rating Scale) that is a self-assessment of your instructional leadership behavior. I will also be asking you to forward a different version of this letter to all of your teachers so that they may also complete the survey. **Your participation is completely voluntary, but would be greatly appreciated.**

All information will remain completely confidential and will be coded so as to ensure anonymity. The data will be stored in digital form on a USB memory key, which will be kept in a secure location at all times, and be destroyed five years after the completion of the study.

If you are willing to participate, please reply to this e-mail and proceed with taking the survey. You will be prompted to provide the information below after following the link provided. You may need to either hold control while clicking on the link, or copy the address into your browser window. **The survey will be available for completion until Midnight on Saturday, October 24, 2009.**

Password: principal

School numeric code: 20

Survey link: http://asset.tltc.shu.edu/servlets/asset.AssetSurvey?surveyid=3584

All questions must be answered and you must click next to move to the next page. The submit button must be clicked at the conclusion of the survey to officially record your responses.

Thank you once again for your participation, and please do not hesitate to contact me if you have any questions or difficulties. Response to this e-mail does not obligate you to participate.

Respectfully Yours,

Brendan Lyons

Appendix H

Teacher Letter of Participation

Dear Colleague,

My name is Brendan Lyons and I am the Principal of Arlington Middle School in Poughkeepsie, N.Y. I am also a doctoral student at Seton Hall University, and currently beginning my research for my dissertation. The purpose of my study, which will take place in fall/winter 2009, is to examine the potential relationship between perceived principal instructional leadership behavior and student academic achievement. I will be comparing instructional leadership behavior between middle schools that were recognized by New York State as "High-achieving/Gap-closing" and schools that did not receive this recognition. As a subsidiary question, I will also be examining any differences in perceived behavior between principals and teachers.

I am requesting your participation because your school, (name of school), met the criteria for one of these two groups for the 2007-2008 school year, and your superintendent and principal have agreed to take part in the study. The data that will be collected will be from teacher and principal completed surveys from your middle school. **As this data is based on your perceptions of your principal, one condition that must be met for participation in the study is that you worked with the current principal during the 2008-2009 school year.**

Participation would include the completion of a 15 minute on-line survey (The Principal Instructional Management Rating Scale) that assesses your perceptions of the principal's instructional leadership behavior. **Your participation is completely voluntary, but would be greatly appreciated.**

All information will remain completely confidential and will be coded so as to ensure anonymity. The data will be stored in digital form on a USB memory key, which will be kept in a secure location at all times, and be destroyed five years after the completion of the study.

If you are willing to participate, you will be prompted to provide the information below after following the link provided. You may need to either hold control while clicking on the link, or copy the address into your browser window. **The survey will be available for completion until Midnight on Saturday, October 24, 2009.**

Password: teacher

School numeric code: 20

Survey link: http://asset.tltc.shu.edu/servlets/asset.AssetSurvey?surveyid=3615

All questions must be answered and you must click next to move to the next page. The submit button must be clicked at the conclusion of the survey to officially record your responses.

Thank you once again for your participation, and please do not hesitate to contact me if you have any questions or difficulties. Response to this e-mail does not obligate you to participate.

Respectfully Yours,

Brendan Lyons

Appendix I

Survey Instrument (Teacher Form)

PRINCIPAL INSTRUCTIONAL MANAGEMENT

RATING SCALE

TEACHER FORM

Published by:
Dr. Philip Hallinger
7250 Golf Pointe Way
Sarasota, FL 34243
Leadingware.com
813-354-3543
philip@leadingware.com

Teacher Form 2.0

THE PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE

PART I: Please provide the following information about yourself:

(A) Years, at the end of this school year, that you have worked with the current principal:

___1 ___5-9 ___ more than 15

___2-4 ___10-15

(B) Years experience as a teacher at the end of this school year:

___1 ___5-9 ___more than 15

___2-4 ___10-15

PART II: This questionnaire is designed to provide a profile of principal leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your observations of the principal's leadership over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice of this principal during the past school year. For the response to each statement:

5 represents *Almost Always*
4 represents *Frequently*
3 represents *Sometimes*
2 represents *Seldom*
1 represents *Almost Never*

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to such questions. Please circle only one number per question. Try to answer every question.

Thank you.

To what extent does your principal . . . ?

	ALMOST NEVER				ALMOST ALWAYS
I. FRAME THE SCHOOL GOALS					
1. Develop a focused set of annual school-wide goals	1	2	3	4	5
2. Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3. Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4. Use data on student performance when developing the school's academic goals	1	2	3	4	5
5. Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
II. COMMUNICATE THE SCHOOL GOALS					
6. Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7. Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8. Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1	2	3	4	5
III. SUPERVISE & EVALUATE INSTRUCTION					
11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12. Review student work products when evaluating classroom instruction	1	2	3	4	5
13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	1	2	3	4	5
14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
IV. COORDINATE THE CURRICULUM					
16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	1	2	3	4	5
17. Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
18. Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19. Assess the overlap between the school's curricular objectives and the school's achievement tests	1	2	3	4	5
20. Participate actively in the review of curricular materials	1	2	3	4	5
V. MONITOR STUDENT PROGRESS					
21. Meet individually with teachers to discuss student progress	1	2	3	4	5
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	1	2	3	4	5
23. Use tests and other performance measure to assess progress toward school goals	1	2	3	4	5
24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25. Inform students of school's academic progress	1	2	3	4	5
VI. PROTECT INSTRUCTIONAL TIME					
26. Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27. Ensure that students are not called to the office during instructional time	1	2	3	4	5
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30. Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
VII. MAINTAIN HIGH VISIBILITY					
31. Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5
32. Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
33. Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34. Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
35. Tutor students or provide direct instruction to classes	1	2	3	4	5
VIII. PROVIDE INCENTIVES FOR TEACHERS					
36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37. Compliment teachers privately for their efforts or performance	1	2	3	4	5
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39. Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40. Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5
IX. PROMOTE PROFESSIONAL DEVELOPMENT					
41. Ensure that inservice activities attended by staff are consistent with the school's goals	1	2	3	4	5
42. Actively support the use in the classroom of skills acquired during inservice training	1	2	3	4	5
43. Obtain the participation of the whole staff in important inservice activities	1	2	3	4	5
44. Lead or attend teacher inservice activities concerned with instruction	1	2	3	4	5
45. Set aside time at faculty meetings for teachers to share ideas or information from inservice activities	1	2	3	4	5
X. PROVIDE INCENTIVES FOR LEARNING					
46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48. Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
49. Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

Appendix J

Survey Instrument (Principal Form)

PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE
Principal Form

Published by:
Dr. Philip Hallinger
7250 Golf Pointe Way
Sarasota, FL 34243
Leadingware.com
813-354-3543
philip@leadingware.com

Principal Form 2.0

THE PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE

PART I: Please provide the following information

(A) Number of school years you have been principal at this school:

___1 ___5-9 ___ more than 15

___2-4 ___10-15

(B) Years, at the end of this school year, that you have been a principal:

___1 ___5-9 ___ more than 15

___2-4 ___10-15

PART II: This questionnaire is designed to provide a profile of your leadership. It consists of 50

behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your leadership over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice as you conducted it during the past school year. For the response to each statement:

5 represents *Almost Always*
4 represents *Frequently*
3 represents *Sometimes*
2 represents *Seldom*
1 represents *Almost Never*

In some cases, these responses may seem awkward; use your judgement in selecting the most appropriate response to such questions. Please circle only one number per question. Try to answer every question.

Thank you.

To what extent do you . . . ?

	ALMOST NEVER				ALMOST ALWAYS
I. FRAME THE SCHOOL GOALS					
1. Develop a focused set of annual school-wide goals	1	2	3	4	5
2. Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3. Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4. Use data on student performance when developing the school's academic goals	1	2	3	4	5
5. Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
II. COMMUNICATE THE SCHOOL GOALS					
6. Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7. Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8. Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1	2	3	4	5
III. SUPERVISE & EVALUATE INSTRUCTION					
11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12. Review student work products when evaluating classroom instruction	1	2	3	4	5
13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	1	2	3	4	5
14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
IV. COORDINATE THE CURRICULUM					
16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	1	2	3	4	5
17. Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
18. Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19. Assess the overlap between the school's curricular objectives and the school's achievement tests	1	2	3	4	5
20. Participate actively in the review of curricular materials	1	2	3	4	5
V. MONITOR STUDENT PROGRESS					
21. Meet individually with teachers to discuss student progress	1	2	3	4	5
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	1	2	3	4	5
23. Use tests and other performance measure to assess progress toward school goals	1	2	3	4	5
24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25. Inform students of school's academic progress	1	2	3	4	5
VI. PROTECT INSTRUCTIONAL TIME					
26. Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27. Ensure that students are not called to the office during instructional time	1	2	3	4	5
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30. Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
VII. MAINTAIN HIGH VISIBILITY					
31. Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
32. Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
33. Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34. Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
35. Tutor students or provide direct instruction to classes	1	2	3	4	5
VIII. PROVIDE INCENTIVES FOR TEACHERS					
36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37. Compliment teachers privately for their efforts or performance	1	2	3	4	5
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39. Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40. Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5
IX. PROMOTE PROFESSIONAL DEVELOPMENT					
41. Ensure that in-service activities attended by staff are consistent with the school's goals	1	2	3	4	5
42. Actively support the use in the classroom of skills acquired during inservice training	1	2	3	4	5
43. Obtain the participation of the whole staff in important inservice activities	1	2	3	4	5
44. Lead or attend teacher inservice activities concerned with instruction	1	2	3	4	5
45. Set aside time at faculty meetings for teachers to share ideas or information from inservice activities	1	2	3	4	5

	ALMOST NEVER				ALMOST ALWAYS
X. PROVIDE INCENTIVES FOR LEARNING					
46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48. Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
49. Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5